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AUTHOR Wade, Kenneth
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ABSTRACT

This syllabus provides a guide for administrators and teachers in selecting strategies and materials to achieve the New York state social studies program goals and objectives for global education. The first section lists the state goals for elementary, secondary, and continuing education. The second section delineates the social studies skills of the K-12 program. The third section includes knowledge, skills, and attitude objectives for the global studies course. The remainder of the syllabus outlines the specifics of the course. The course is comprised of eight units on: Africa; South and Southeast Asia; East Asia; Latin America; the Middle East; Western Europe; the Soviet Union and Eastern Europe; and the world today. Each unit is introduced by goals and objectives. Content, major ideas, and model activities are outlined for the unit. The 15 concepts that the 7-12 social studies program is built on are developed and enhanced in this 2-year global studies course. Guidelines for integrating handicapped students are appended. (SM)

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Social Studies

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TENTATIVE SYLLABUS

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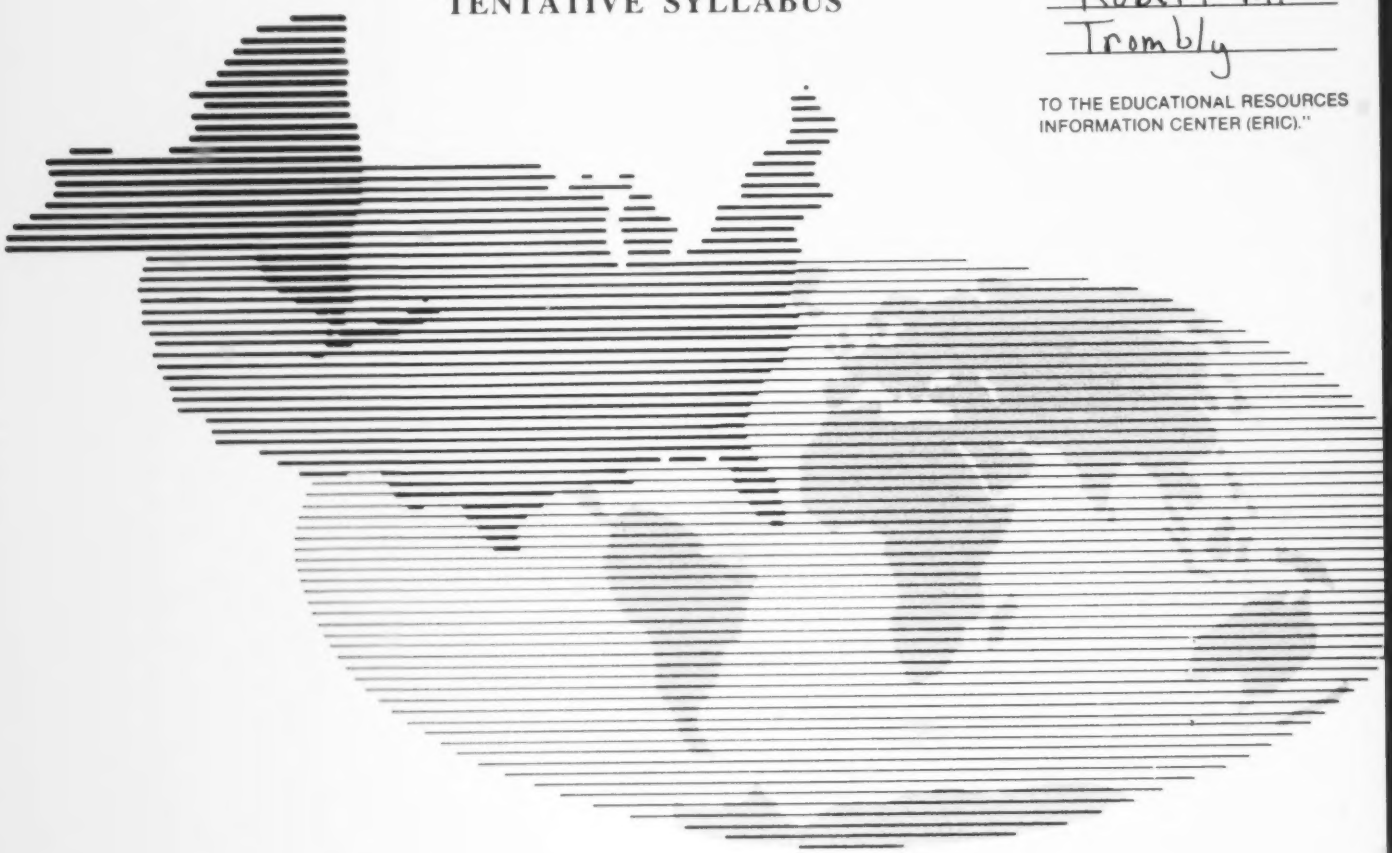

The University of the State of New York
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1987

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FROM: Edward T. Lalor, Director, Division for Program Development

Charles J. Trupia, Director, Division of General Education

This publication Social Studies 9-10: Global Studies is a tentative version of the new syllabus for New York State schools. This syllabus has been revised based upon a Statewide field test and other reviews of the original field test version. It is labelled tentative because some aspects of the review process have not been completed. However, this syllabus should be used as the State syllabus for this course until a final version of the syllabus is produced and distributed.

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Director, Division for Program Development
Edward T. Lalor

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Foreword

This syllabus results from a process of curriculum revision which began in 1980 with the development of a plan to revise the State's secondary (7-12) social studies curriculum. The State curriculum in effect at that time had been developed in the 1960s. The State Education Department felt that work should begin on the development of a new curriculum which could take into account the many changes which had occurred since the 1960s and which would address the new priorities for social studies which had been identified since then.

During the 1980-81 school year, through the use of a general survey of all school districts in the State and a series of regional conferences, the Department further identified the priorities for a revised social studies curriculum. These steps began the process which eventually resulted in this syllabus. Also included in this process was the development of a discussion paper which outlined the significant factors that should be considered in the revision. After receiving reactions to this discussion paper from a wide sampling of groups and individuals concerned with social studies education, the State Education Department assembled a group of social studies professionals to develop a proposed framework for a secondary social studies program.

The proposed framework was subjected to review by social studies teachers and supervisors, by academics representing the social science disciplines, and by interested public groups. As a result of this review, the proposed framework was revised extensively. This revised framework was used as the basis for writing the grade level syllabi for the new curriculum.

The Board of Regents of the University of the State of New York has given approval to the overall revision project and has reviewed progress at various stages of the revision.

In 1984, the Board of Regents adopted the Regents Action Plan for Elementary, Secondary and Continuing Education. This Plan had a major impact upon the revision of the secondary social studies curriculum. The Regents Action Plan established new examination requirements in social studies which were incorporated into the revision process. The Plan also established a requirement for a fourth unit of social studies in the senior high school program. This mandate called for a semester course in participation in government and a semester course in economics in the fourth year of high school social studies.

Many people were involved in the overall revision process of the 7-12 social studies curriculum. The total number of people who participated in some way is in the thousands. Obviously, it is not possible to acknowledge the contribution of each of these persons. However, the Department would like to recognize the contributions of those who had a significant role in the revision process. Titles and positions listed are those which were appropriate at the time of the person's involvement in the curriculum development process.

DISCUSSION PAPER COMMITTEE

Dr. Ronald Bretsch
Assistant Professor
State University College
Potsdam

Dr. William Fetsko
Social Studies Supervisor
Liverpool Central School District
Liverpool

Joel Fischer
President
Association of Teachers of Social Studies
New York City

Dr. Judith Garan
Lakeland Central Schools of Shrub Oak
Shrub Oak

Dr. E. Perry Hicks
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Director of Humanities
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Peter Kachris
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Auburn

Gloria Sesso
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Harborfields Central School District
Harborfields

William Schultz
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Burnt Hills-Ballston Lake High School
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Liverpool Central School District
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Greenport Union Free School District
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Gloria Sesso
Harborfields Central School District
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SPECIAL ASSISTANCE WITH SURVEYS AND REGIONAL CONFERENCES

Betty Dodds
Curriculum Committee Chairperson
New York State Council for the Social Studies
Glens Falls High School

SYMPOSIUM ON THE SECONDARY SOCIAL STUDIES CURRICULUM

Dr. Linda Biemer
Department of Education
State University of New York
Binghamton

Jeffrey M. Bowen
New York State School Boards Association

Dr. Henry Bretton
Department of Political Science
State University College
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Paul Cole
New York State United Teachers

Dr. William Fetsko
Social Studies Supervisor
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Liverpool

Dr. Joseph Finklestein
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Resa Fremed
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James Newman
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Dr. Richard Niemi
Department of Political Science
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Dr. Thomas Nyqist
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State University College
New Paltz

Dr. Donald Peretz
Department of Political Science
State University of New York
Binghamton

Daniel Porter
New York State Historical Association

Susan Rhodes
The Asia Society

Aurea Rodriguez
New York City Board of Education
Office of Bilingual Education

Dr. Mordechai Rozanski
Center of International Studies
Adelphi University

Elliot Salow
Director, Social Studies Unit
New York City Board of Education

William Schultz
President
New York State Council for the Social Studies

Gloria Sesso
Supervisor of Social Studies
Harborfields Central School

Sister Dominica Rocchio
Supervisor of Secondary Education
Archdiocese of New York

Dr. Judith Smetana
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Andrew Smith
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Global Perspectives in Education

Dr. Stephen Straight
Department of Anthropology
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Dr. Richard W. Streb
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Dr. Donald Wright
Department of History
State University College
Cortland

Barnett Yukolis
Board of Jewish Education of New York

Robert Zangrando
Department of History
Skidmore College

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New York State Council for the Social Studies and its Local Councils

New York State Social Studies Supervisory Association

New York State Council on Social Education

Association of American Geographers

National Council for Geographic Education

New York State Council on Economic Education

CONSULTANT FOR SECTION ON SKILLS DEVELOPMENT

David A. Durfee, formerly of the School District of the Tarrytowns

We would like to acknowledge and thank the following school districts which provided valuable assistance in field testing the draft syllabus and in furnishing significant data which was used in revising the documents.

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Westchester Exceptional Children's School
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Yeshiva University High School, Manhattan
Yonkers City Schools
Yorkshire-Pioneer Central Schools

Writers, consultants, and reviewers for this syllabus are identified in the Introduction to the syllabus on pages 24-25.

The 7-12 social studies curriculum revision was completed under the direction of Donald H. Bragaw, Chief, Bureau of Social Studies Education. Kenneth Wade, Associate in the Bureau of Social Studies Education, served as project coordinator. Assistance in all stages of the revision was given by Norman Abramowitz, Coe Dexter, Jack Hotchkiss (retired), Judy Wooster and Michael Fischer, Associates, Bureau of Social Studies Education. George Gregory, Associate, Bureau of Curriculum Development, assisted in the development of the material and prepared it for printing. This syllabus was also reviewed by the Office for Education of Children with Handicapping Conditions for inclusion of information about and awareness of students with handicapping conditions.

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Introduction: How to Use the Social Studies Syllabus 7-12

This syllabus is meant to be used by school district administrators and teachers in developing their local social studies curriculum. The syllabus is a guide to curriculum development. It is a statement of the goals and objectives of the State social studies program. It is not meant to offer day-to-day lesson plans. Rather, it should be used by administrators and teachers as a guide to the selection of strategies and materials to achieve these goals and objectives. Local and regional curriculum development efforts should be directed toward those ends while making adaptations which meet local needs and goals.

The principles of a democratic system should serve as organizing ideas for the social studies program and for student learning. The development of civic values consistent with life in a democratic system is an overriding goal of the entire program. The values at the base of our democratic system include justice, a belief in the dignity of the individual, responsibility of the individual to others and to the community, rule by the will of the majority with respect for the rights of the minority, respect for the rights of others, appreciation of the achievements of diverse cultures and individuals and participation of all persons in government. In dealing with the specifics of the syllabus and in planning the curriculum which implements it, the development of these values should be a constant goal.

The first section of the syllabus lists the goals for elementary, secondary and continuing education established by the Board of Regents of the University of the State of New York and the overall goals of the social studies program, 7-12. The goals for the social studies program are derived from the goals of the Board of Regents. These goals involve both content and skills, and they apply to all grade levels. The goals form the essential elements around which curriculum and evaluation are based.

The second section of the syllabus deals with social studies skills, which are a part of the overall K-12 program. This section is an integral part of the syllabus and should be used extensively in developing local curriculum. Local curriculum plans and lesson planning should incorporate these skills throughout each course and lesson in the social studies program.

The third section of the syllabus includes objectives for the specific course. These objectives apply to the course and provide more detail than the overall 7-12 objectives.

The remainder of the syllabus deals with the outline of the course itself. Each unit in the syllabus is introduced by one or more major goals for the unit. Within the unit, each major topic is introduced by one or more objectives. These goals and objectives are followed by three columns, labeled **CONTENT, MAJOR IDEAS** and **MODEL ACTIVITIES.**

The first column outlines content which may be used to achieve the goals and objectives of the unit. It is assumed that changing times, changing information and changing emphases will necessitate updating of this content from time to time. It will be the responsibility of the school district and the individual teacher to accomplish this updating.

The second column in the syllabus, labeled **MAJOR IDEAS**, provides the teacher with some major knowledge objectives of the course. The characteristics of these major ideas are that they:

- o flow out of the content being considered;
- o are of considerable significance;
- o show a relationship or connection between and among content elements in this course, or from previous learning.

The concepts and understandings in this column build upon concepts and understandings developed in previous grades. The content used from the first column should lead students to develop and reinforce these major ideas as they move through the program. It will be noted that there is some repetition in this column, both within a course and from other courses in the K-12 program. This repetition is intentional. For example, there are fifteen overarching concepts which are highlighted throughout the 7-12 program. These concepts reinforce and build upon the ten major concepts developed throughout the K-6 program. When any of the fifteen overarching concepts are referred to in the syllabus, they are in CAPITAL letters. The fifteen concepts are:

CHANGE	EMPATHY	JUSTICE
CHOICE	ENVIRONMENT	POLITICAL SYSTEM
CITIZENSHIP	HUMAN RIGHTS	POWER
CULTURE	IDENTITY	SCARCITY
DIVERSITY	INTERDEPENDENCE	TECHNOLOGY

Other significant concepts which appear in statements or understandings in this column are highlighted by <u>italics</u>. The concepts in this column are included as part of summary statements or understandings. These understandings are also major ideas to be developed in the program.

The third column in the syllabus format is labeled **MODEL ACTIVITIES**. This column should <u>not</u> be construed as a definitive list of possible instructional activities. It is, instead, a purely suggestive and illustrative sampling to show how particular content might be used to develop significant skills while, at the same time, reinforcing knowledge of the content and major ideas. It is imperative that social studies instruction at all levels include skill development. The authors of this syllabus recognize that any given section of content can be used to strengthen any number of student skills. Therefore, teachers may use the model activities suggested in this column or they may choose to use the content involved to develop other skills in any other suitable manner. Alternative model activities have also been included when appropriate, for teachers providing instruction to students with handicapping conditions placed in their classes. The alternative model activities are designated by an * and may be used as a starting point for modifying instructional techniques and materials. The alternative model activities are designed as suggestions for providing alternative ways to reinforce a concept or for allowing students to

demonstrate competency through an alternative method. These suggestions are intended only as beginning points. Certainly teachers working with students with handicapping conditions will need to communicate with the student's special education teacher for additional resources and assistance. The important consideration is that skill development should be an integral part of social studies instruction and that the major skills which are related to social studies are dealt with at all levels. In planning for skill development, reference should be made throughout the year to the skills section of this syllabus (see pages 9-20).

As with all State syllabi, this syllabus is meant to be used with all students, regardless of academic ability. Therefore, it is the responsibility of the school district and the teacher to provide for different student needs through selection of appropriate materials and learning strategies. The syllabus, then, provides a framework which can be adjusted to meet student needs, including those of students with handicapping conditions. In some instances, modifications of materials and instructional techniques may be necessary so that such students may participate in the activities suggested in the syllabus.

It should be noted that all State examinations in social studies will be based upon the syllabus for the course or courses being tested. It is not possible for all content specifics to be included in this syllabus, and thus, test questions may include information derived from the broader scope of data that a student would ordinarily expect to encounter during the year. These examinations will include items which test both skill and content objectives. It is important that student evaluation at the local district level reflect these objectives of the syllabus and the general objectives of State examinations. In this way, students will be adequately prepared when they face State examinations in social studies.

A consideration in assisting students with handicapping conditions to prepare to take these State Regents and Competency examinations is the use of alternative testing modifications. Such techniques provide an equal opportunity for those students with handicapping conditions, so designated, to participate in testing situations. Additional information on the use of alternative testing modifications for students with handicapping conditions is available in Appendix A, Students with Handicapping Conditions.

Goals of the Board of Regents for
Elementary and Secondary Education in New York State

1. Each student will master communication and computation skills as a foundation to:

   1.1 Think logically and creatively.
   1.2 Apply reasoning skills to issues and problems.
   1.3 Comprehend written, spoken and visual presentations in various media.
   1.4 Speak, listen to, read and write clearly and effectively in English.
   1.5 Perform basic mathematical calculations.
   1.6 Speak, listen to, read and write at least one language other than English.
   1.7 Use current and developing technologies for academic and occupational pursuits.
   1.8 Determine what information is needed for particular purposes and be able to acquire, organize and use that information for those purposes.

2. Each student will learn methods of inquiry and knowledge gained through the following disciplines and use the methods and knowledge in interdisciplinary applications:

   2.1 English language and literature.
   2.2 History and social sciences.
   2.3 Mathematics.
   2.4 Natural sciences and technology.
   2.5 Language and literature in at least one language other than English.

3. Each student will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of civilization and develop the skills to express personal artistic talents. Areas include:

   3.1 Ways to develop knowledge and appreciation of the arts.
   3.2 Aesthetic judgments and the ability to apply them to works of art.
   3.3 Ability to use cultural resources of museums, libraries, theater, historic sites and performing arts groups.
   3.4 Ability to produce or perform works in at least one major art form.
   3.5 Materials, media and history of major art forms.
   3.6 Understanding of the diversity of cultural heritages.

4. Each student will acquire knowledge about political, economic, and social institutions and procedures in this country and other countries. Included are:

   4.1 Knowledge of American political, economic and social processes and policies at national, state and local levels.
   4.2 Knowledge of political, economic, and social institutions and procedures in various nations; ability to compare the operation of such institutions; and understanding of the international interdependence of political, economic, social, cultural, and economic systems.

5. Each student will respect and practice basic civic values and acquire the skills, knowledge, understanding and attitudes necessary to participate in democratic self-government. Included are:

   5.1 Understanding and acceptance of the values of justice, honesty, self-discipline, due process, equality and majority rule with respect for minority rights.
   5.2 Respect for self, others and property as integral to a self-governing, democratic society.
   5.3 Ability to apply reasoning skills and the process of democratic government to resolve societal problems and disputes.

6. Each student will develop the ability to understand, respect and accept people of different race; sex; cultural heritage; national origin; religion; and political, economic and social background, and their values, beliefs and attitudes.

7. Each student will acquire knowledge of the ecological consequences of choices in the use of the environment and natural resources.

8. Each student will develop general career skills, attitudes and work habits, and make a self-assessment of career prospects. Students not directly pursuing postsecondary education will acquire entry-level employment skills.

9. Each student will learn knowledge, skills and attitudes which enable development of:

   9.1 Self-esteem.
   9.2 The ability to maintain physical, mental and emotional health.
   9.3 Understanding of the ill effects of alcohol, tobacco and other drugs.

10. Each student will develop a commitment to lifetime learning with the capacity for undertaking new studies, synthesizing new knowledge and experience with the known, and refining the ability to judge.

Overall Goals of the Social Studies Program, 7-12

Upon completion of the social studies program, the student will be a person who can demonstrate the ability to make rational and informed decisions about economic, social and political questions confronting himself or herself, the society and the interdependent world. Such decisions will draw upon the lessons of history and the social sciences.

Specifically, at the end of the 7-12 social studies program, students will be able to:

1. describe and analyze major historical factors in the development of the United States.

2. explain the historic, economic, social and political roots of major cultures of the world.

3. participate as informed citizens in the political and economic systems of the United States.

4. demonstrate knowledge of the increasing international connections of nations and cultures that make them interdependent within the various global systems.

5. explain the fundamental similarities and differences among major economic, social and political systems and how these systems operate in an interdependent world.

6. explain how societies teach individuals to live within specific values systems.

7. discuss the nature and effects of change on societies and individuals.

8. analyze the effects of geography on the development of cultures.

9. empathize with the values that guide the behavior of people from different cultures.

10. value the principles and ideals of a democratic system based upon the premises of human dignity, liberty, justice and equality.

11. compare the rights and responsibilities of citizens of the United States with the rights and responsibilities of citizens of other societies.

12. gather information by listening, reading and observing with accuracy and comprehension.

13. organize, analyze and interpret information in all forms.

14. communicate information clearly and effectively in both oral and written form.

15. demonstrate the skills that enable people to participate reasonably in a democratic society.

16. use the vocabulary of social studies in appropriate context.

17. identify important social studies ideas and methodologies and apply them to new information and experiences.

18. explain the relationship between social studies learning and learning that takes place in other disciplines and other institutions.

19. demonstrate an enhanced perspective of self as one who benefits from the human experience and who participates in and contributes to that experience.

20. describe the results of the interactions between individuals and societies and the environment.

The 7-12 Social Studies Program

REGENTS GOALS

The New York State Regents goals for elementary and secondary education form the basis for the development of the State syllabi in social studies and the various State evaluations, examinations and tests based upon these syllabi.

GRADE LEVEL AND UNIT GOALS

The Grade Level and Unit Goals are derived directly from the Overall Goals of the Social Studies Program, 7-12. They incorporate the Regents Goals as they relate directly to the social studies program. The Grade Level and Unit Goals involve both content and skills applied to the specific course of study at the particular grade level and within the units of study.

SYLLABUS FORMAT

Content Outline

The first column includes specific objectives and suggested content used to achieve these goals and objectives.

Major Ideas

The second column provides the teacher with the major knowledge objectives of the course. The concepts and understandings for the grade level build upon the concepts and understandings developed in previous grades and provide the essential core of the entire K-12 State social studies program.

Model Activities

The third column is a suggestive and illustrative sampling to show how particular content might be used to develop significant skills while reinforcing knowledge of the content and major ideas.

PROGRAM EVALUATION

Program Evaluations are State administered assessments of the local social studies instructional program by means of written tests administered to students and other measurement techniques. They are designed to provide quantitative and qualitative information about the local instructional program. This information about activities, characteristics and outcomes of social studies programs is intended to be used to guide program improvement efforts.

REGENTS EXAMINATIONS AND COMPETENCY TESTS

Regents examinations are designed to test student achievement and reflect higher levels of abstract thinking. Regents Competency Tests in Social Studies will be designed to provide minimum level graduation requirements. Each type of examination will be based upon the same State syllabi. Differentiation between the two will reflect differences in depth of expected content knowledge, degrees of abstraction and complexity of required skills.

Social Studies Skills

Skill development must be a part of all social studies teaching. It is important because it helps students become more efficient at acquiring and understanding social studies content as well as helping them to learn, practice, and apply those skills and processes they need as citizens in school today and will need as adult citizens tomorrow. Skills and content are interrelated. Students need skills to learn content and they need to work with content to develop skills.

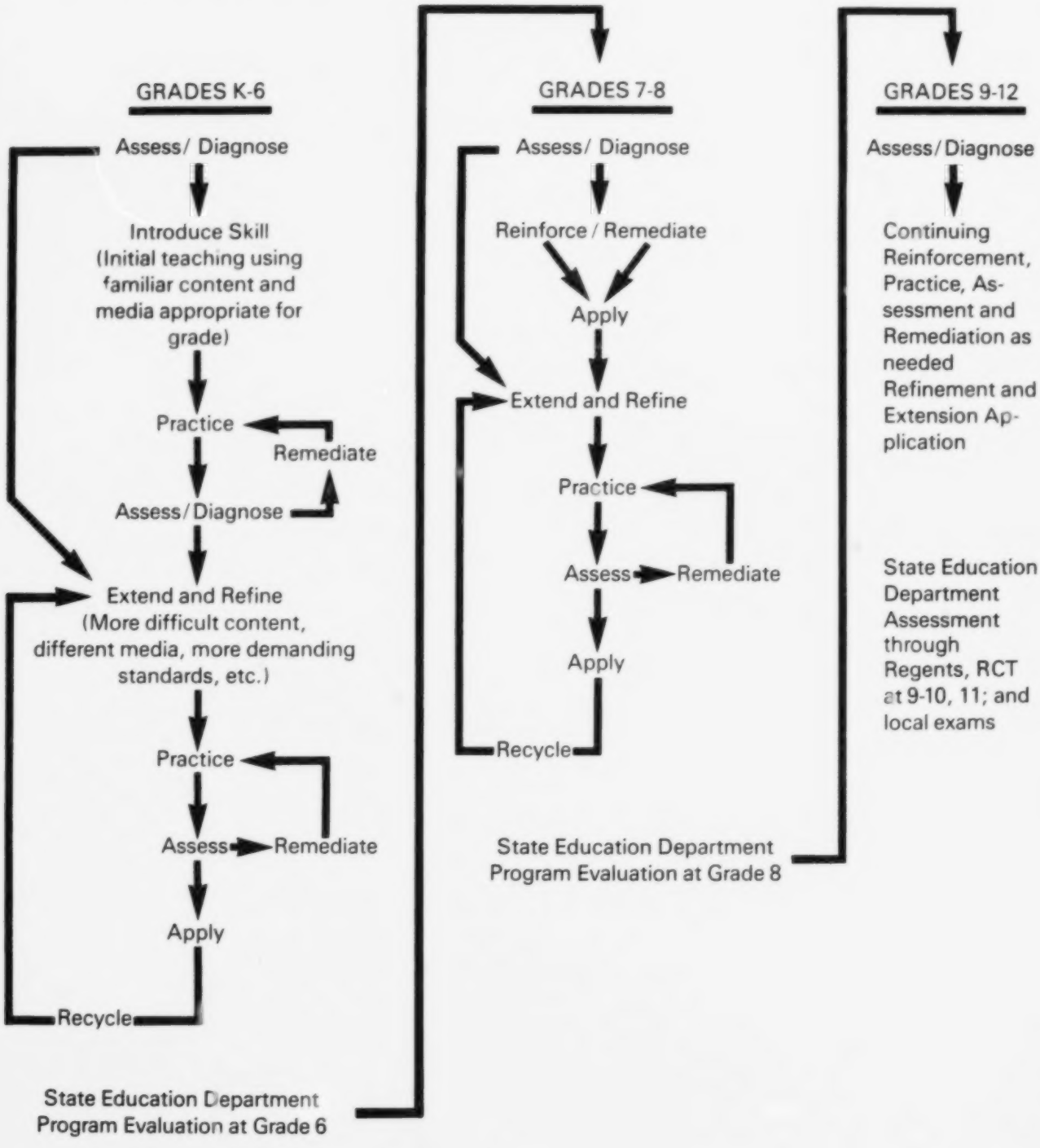
While most skills apply equally to different areas of study and life, there are several processes, or groups of skills, that are especially important for citizens in a democracy. These processes as applied to a social studies context are: (1) The ability to get, organize, process and communicate accurate social studies information and ideas. (2) The ability to identify and investigate issues, generate and test hypotheses, and take and support positions. (3) The ability to make appropriate decisions, to identify and solve problems effectively and to initiate appropriate action. (4) The ability to form or acquire a set of standards and apply them to the evaluation of assumptions, sources, evidence, reasoning and arguments (critical thinking) and to the evaluation of beliefs, qualities and behaviors. (5) The ability to determine and understand their rights and responsibilities and decide how they should be exercised as contributing citizens (citizenship competency). Each process is described and then followed by a list of the skills likely to be needed.

Skill development is neither so simple that the social studies teacher can take it for granted nor so difficult that the teacher should avoid it. There are a few "complexities" that should be kept in mind as skill development is planned and conducted. (1) All of the skills listed are important to social studies, but few, if any, are exclusive to the field. Skill development should be coordinated with what is being done in other subject areas. (2) Even after a skill has been developed, a skill can be lost if it is not reinforced by continued use. (3) The different skills are interrelated; there must be a spiral development. All skills should be practiced in appropriate ways at all levels. (4) Skill and content are interrelated. Just because students can use a skill to process simple or familiar content does not mean that they will be able to apply it to new content without further teaching and practice. (5) Skill development must be continued until students not only know the skill and perform it well, but until they understand the conditions or situations in which it is, or is not, appropriate to use it.

Because skills are both important and interrelated, the school and teacher should have systematic plans for their development. Systematic development involves diagnosis, teaching, practice, reinforcement, remediation as needed, and application, with assessment at every step. The following diagram suggests a typical procedure for skill development.

SKILL DEVELOPMENT PROCEDURES

Teachers should determine at the beginning of each year the proficiency level of students in the various skill areas present.



Process and Skills List

As a result of participating in the social studies program, students should demonstrate steady growth in the following abilities and in the individual skills which contribute to them:

A. The ability to get, organize, process and communicate accurate social studies information and ideas.

Rationale: Citizens must deal with enormous quantities of information. They will have to handle even larger amounts in the future. Historical, geographic, political, social and economic information is often relevant for understanding current issues and for decision making. Getting accurate information, organizing and processing it without distorting it, and communicating it to others for their information are all important acts of citizens at all ages and levels.

Contributing Skills: The following skills contribute to this ability. Students should learn and practice them in classroom activities and apply them in preparing social studies reports, presentations and maps.

A.1. Skills for Getting Information

a. determine the kind and quantity of information that is needed to complete a task or accomplish a purpose

(When students approach a learning task that requires them to gather information, they will be able to decide what kinds of information and how much information they are going to need.)

b. identify and locate appropriate sources of information and locate the specific information needed within those sources

(When students know what kinds of information they need, they will be able to use research tools and techniques to find that information.)

c. obtain the information on a specified topic that is contained in a source which has been located or to which students have been assigned

- by observing
- by listening
- by reading

(When the information students need is obtained, they will be able to read, hear, or see and comprehend it.)

d. measure or qualify information as to numbers, amounts, distances and differences

(When students have the sources of information needed, they will be able to determine and count numbers of items, measure amounts or distances.)

e. distinguish among various types of content in a source, e.g., between main idea statements and supporting information; between facts, reasoned judgments, and opinions; between relevant and irrelevant information

(When students have determined the meaning of statements they will then be able to classify them by comparing them with types of statements with which they are already familiar.)

(When students have obtained the literal meaning from a source, they will be able to go beyond that meaning and make reasoned judgments about what the author/speaker meant, why it was put the way it was.)

f. evaluate sources

(When students have located a possible source and noted its content, they will be able to decide on its value for their purposes based on appropriate standards.)

g. take useful notes

(When students have obtained information from a source they will be able to record the data, both bibliographical and content, in a form that will help them complete the task or accomplish the purpose.)

A.2. Skills for Using Information

Students will demonstrate ability to:

a. identify similarities among and differences between various items in the data and group like items together

(When students have obtained information, they will be able to note likenesses and differences and use these qualities to divide the data into useful groups or parts appropriate to their topic needs.)

b. infer meanings, biases, assumptions, and points of view implied but not stated in a source

c. infer relationships such as cause and effect and time and spatial relationships among items in the data

(When students have examined items in the data, they will be able to identify those that are probably related to each other and make reasonable decisions about what the relationships are.)

d. evaluate the relevance, validity and sufficiency of data

(Looking at the data, students will be able to compare what they have with standards of what is needed to accomplish the task and decide whether they have the right kinds of information, with respect to quality and quantity of information.)

e. translate information into a different medium, format or vocabulary without changing the meaning

(Students will be able to put all or parts of the data into their own words without distorting the meaning.)

f. organize or arrange the data using chronology, steps in a procedure, categorization, or other appropriate means

(Students will be able to identify an appropriate principle to use to arrange information into a more useful form, and order it accordingly.)

g. extrapolate from the data

(Students will be able to develop or use principles and generalizations to infer likely causes, consequences and factors of items in the data even though those causes are not explicitly mentioned in the data.)

h. perform appropriate statistical analyses of the data

(Students will be able to use statistical techniques of appropriate sophistication to get at the meaning and possible likelihood of relationships.)

i. make conclusions about the main ideas or understandings that can be drawn from the data

(Students will be able to synthesize understandings about what the major parts or the entirety of the data mean.)

j. evaluate the conclusions drawn

(When they or others have drawn conclusions from the data, students will be able to compare them with generalizations and principles they already know and, if discrepancies are noted, decide whether the evidence on which the conclusions were based is strong enough to justify modifying the generalizations or principles.)

A.3. Skills for Expressing Information and Ideas

Students will demonstrate the ability to:

a. present factual or objective information orally, in writing and through other media.

(Students will be able to write, speak, use maps and graphics in such a way that they communicate information clearly to others.)

b. explain different points of view or positions on a topic and present the evidence and reasoning that supports each position

(Students will be able to write, speak, and use graphics in such a way that they clearly present their own positions and/or the positions or perspectives of others on a given topic or issue.)

c. state and support a position on an issue persuasively in writing, orally and through media

(Students will write, speak and use other media in ways appropriate for convincing an audience of the strength of the students' positions.)

d. disagree with a position taken by another without resorting to personal attack or denigration

(Students will recognize and deal logically and persuasively with opposing arguments.)

e. contribute to the successful completion of a group oral, written or media presentation

f. use correct formats assigned or selected for presenting material

(Students will be able to use the proper style, form and mechanics for different forms of spoken - e.g., debate, discussion, written - e.g., formal report, outline - and media presentations.)

A.4. Skills for Interpersonal and Group Relations

Students will demonstrate the ability to:

a. work with others in identifying a goal, formulating a plan, dividing tasks, carrying the plan out and evaluating the results and procedures used

b. empathize

(In situations where perception could be colored by egocentrism or ethnocentrism students will be able to understand and explain how others with varying perspectives might see, explain or feel about them.)

c. recognize and employ nonverbal body language to improve communication of meaning and feelings

d. note and evaluate the characteristics and behaviors of others before making judgments that might be influenced by stereotypes

e. give and follow directions

(When in situations requiring them to give directions, students will be able to express appropriate ones clearly and ensure that they are understood. When in situations requiring them to follow directions, students will be able to get the literal meaning, obtain clarification of any ambiguous parts, and carry them out in an acceptable fashion.)

B. The ability to identify and investigate issues, generate and test hypotheses, and take and support positions persuasively.

Rationale: The pursuit of truth is important in academic undertakings. It is even more important in the life of a free society. It is most difficult in relation to issues where emotion or prejudice tempt the student and citizen to accept the obvious answer. Developed skill and discipline can help in resisting this temptation.

This process frequently involves:

- gathering information about a topic or issue about which there is disagreement - information about the topic, about the disagreement, and about those who disagree;
- comparing this information with previously acquired standards to determine importance or significance;
- deciding whether the issue merits further effort;
- inferring relationships or other findings which might be shown by evidence gathered (hypotheses);
- deciding what kinds and quantities of evidence would actually prove or disprove the predicted findings - the hypotheses;
- gathering evidence objectively - deciding whether the hypotheses have been proved or disproved or shown to require further research;
- translating the results into a position;
- expressing the position and its supporting evidence.

Contributing Skills: The following additional skills contribute to this ability. Students should learn and practice them and apply them in preparing persuasive presentations and reports on academic, simulated and real life topics and issues.

B.1. Skills for Getting Information as listed under A.1. above

B.2. Skills for Using Information

In addition to skills previously developed, students will demonstrate the ability to:

a. attain, label, clarify and categorize concepts

(Students will be able to identify the cluster of characteristics that are common to one class of items and set it apart from all others (the concept), identify an appropriate name for that concept, and gradually become more and more clear about what subconcepts are parts of it and what broader concepts it is a part of.)

b. form, state, clarify, and delimit generalizations

(Students will be able to identify general relations among concepts (generalizations) - e.g., one generally causes the other, one generally is a necessary condition for the other to exist - verbalize the generalization, and gradually become clearer about when the generalization does and does not apply.)

c. apply understandings, concepts and generalizations developed to new information and in new situations

(Students will be able to use the knowledge gained in one task to gain understanding more quickly or more fully in another.)

d. develop analogies

(Students will be able to note the relationship between two or more concepts and then identify other pairs of concepts that are related in the same way. A is to B as C is to ___.)

B.3. Skills for Expressing Information and Ideas as listed under A.3. above

B.4. Skills for Interpersonal and Group Relations

In addition to skills previously developed, students will demonstrate the ability to:

adjust, within ethical and legal limits, their own behavior to the dynamics of a situation, including the presence of change, diversity, ambiguity and conflict

(In situations with other people, students will be able to change their normal behavior patterns as necessitated by special characteristics of the situation to facilitate the achievement of the common goals, but not to the extent that they violate legal or moral standards.)

C. The ability to make appropriate decisions, to identify and solve problems effectively and to initiate appropriate action.

Rationale: A free society allows its citizens to make the political, economic and social decisions important in their lives. Active involvement in a democratic society requires participation in problem solving on public issues as well as personal matters. The quality of the decisions made and problem solving actions taken is important to the success of the free society. Possession of skills does not guarantee that all decisions and actions will be wise, but it does improve the odds.

Decision making frequently involves:

- identifying situations requiring a choice;
- considering the desired outcome of each situation;
- identifying the available choices;
- predicting the results likely from each choice;
- comparing likely results with desired outcome;
- selecting the choice with the best match between its likely results and the desired outcome.

Identifying and solving problems frequently involves:

- noting a situation in which there is a gap between what actually is and the standard of "what should be" - a problem situation;
- gathering information about the problem to make sure that it actually exists and requires solving, and gathering information about its causes;
- identifying the resources available for solving the problem and the constraints limiting the kinds of solutions that can be tried;
- identifying as many courses of action as possible;
- predicting the likely results of each course of action;
- evaluating all courses of action based on feasibility and desirability of the results;
- selecting the most appropriate course or sources of action;
- taking the selected action;
- evaluating results and modifying procedures as needed.

Contributing Skills: The following skills contribute to these abilities. Students should learn and practice them and apply them in content matter, simulations and real life decision-making and problem-solving situations.

C.1. Skills for Getting Information, A.1. a-g above

C.2. Skills for Using Information, A.2. a-j and B.2. a-d above

C.3. Skills for Expressing Information and Ideas, A.3. a-f above

C.4. Skills for Interpersonal and Group Relations, A.4. and B.4. above

In addition to skills previously developed, students will demonstrate the ability to:

monitor the effects their own behavior has on others and modify that behavior as needed to achieve the desired effects

D. **The ability to form or acquire a set of standards and apply them to the evaluation of assumptions, sources, evidence, reasoning and arguments (critical thinking) and to the evaluation of beliefs, qualities and behaviors (valuing).**

Rationale: Individuals, as students and citizens, must evaluate words and actions. They must evaluate ideas and positions to decide whether they meet standards of scholarship, logic and fairness. They must evaluate issues and possible public policy actions to decide how they relate to their own value standards and to the standards of their community. While the school has an important role to play in the formation and application of standards of scholarship and logic, it must act with caution in the area of formation of values. In both areas, however, the school has an important role in helping the students to develop and examine such standards and to apply them to appropriate materials and situations.

Developing and forming standards for valuing in areas such as scholarship and reasoning that are relevant to social studies instruction frequently involves:

- examination of examples of previous thought that meet the standard sought;
- concluding about the general qualities of positions and thought meeting the standard;
- identification of qualities commonly found in positions not meeting the standard;
- identification of likely effects of adhering to the standard;
- appropriate school rewards - such as grades - for meeting the standard.

Valuing and critical thinking frequently involve:

- recalling or locating the standard by which the position, thought, etc. should be evaluated;

- comparing the qualities present in the position, thought, etc., with those required by the standard;

- deciding how close the match between the item and the standard is;

- deciding whether the item should be accepted, rejected, or changed to improve the match;

- empathizing with the positions, thought, etc. of others;

- tolerating ambiguity;

- taking a stand.

Contributing Skills: The following skills contribute to these abilities. Students should learn and practice them and apply them in critical thinking (evaluating the scholarship and logic of items) and valuing (evaluating the quality of rightness of items).

D.1. Skills for Getting Information

D.2. Skills for Using Information

D.3. Skills for Expressing Ideas and Information

D.4. Skills for Interpersonal and Group Relations

E. The ability to determine and understand their rights and responsibilities and decide how they should be exercised as contributing citizens (citizenship competency).

Rationale: While democracy does not depend on blind obedience, it does depend on informed assent to and, where necessary, expression of informed disagreement with rules and laws made by representatives. Informed assent requires the ability to know what the laws say and mean and to make intelligent decisions.

Citizenship competency frequently involves:

- getting, processing and expressing accurate information and ideas;

- identifying and investigating issues, generating and testing hypotheses, and taking and supporting positions;

- making appropriate decisions and identifying and solving problems effectively;

- valuing and critical thinking.

Contributing Skills: The following skills contribute to these abilities. Students should learn, practice and apply them in academic and real life situations.

E.1. Skills for Getting Information, A.1. a-g above

E.2. Skills for Using Information

In addition to skills previously developed, students will demonstrate the ability to:

a. assess their own involvement and stake in political situations, issues, decisions and policies

(Students will be able to predict the consequences of actions - or inactions - and policies on themselves and determine the extent to which they want to or should become involved.)

b. to act upon the basis of their best judgment

E.3. Skills for Expressing Ideas and Information, A.3. a-f above

E.4. Skills for Interpersonal and Group Relations

In addition to skills previously developed, students will demonstrate the ability to:

work effectively with bureaucratically-organized institutions in order to promote and protect their own interests and values

(Students will be able to adjust their behavior patterns in order to deal effectively with the special circumstances of bureaucratic organization.)

Introduction to the Syllabus for Global Studies, Grades 9-10

The syllabus for grades 9-10 provides students with the opportunity to study other nations and their cultures within a framework that is designed to develop a global perspective. This approach aims to cultivate in students knowledge, skills, and attitudes needed to function effectively in a world characterized by ethnic diversity, cultural pluralism, international and domestic violence, and increasing interdependence.

The two-year program is predicated on the assumption that competency for citizenship in the next century has two elements. The first is that the role of Western Europe in shaping our own values and institutions must not be neglected. For example, the Judeo-Christian values of justice, the Greek and Roman contributions to the idea of citizenship, the Enlightenment attitude of inquiry, and the English definition of civil liberties and the sharing of governmental powers should be fully explored.

The second is that citizenship education must now transcend its customary limitations to the institutions and societal patterns that characterize Western civilization. Such education requires:

1. Perspective Consciousness - recognition that world outlooks are not universally shared.

2. Cross-cultural Awareness - knowledge of the diversity of ideas, values, and traditions that shape the lives and decisions of other peoples.

3. Awareness of Global Dynamics - comprehension of key mechanisms which drive the major interactions among nations and which lead to the formation of worldwide systems that are economic, technological, political, or social in nature.

4. Awareness of Choice - understanding that international and domestic problems frequently present choices, the results of which increasingly are global in scope.

These citizenship competencies require the acquisition of a baseline of knowledge of the major heritages of humankind and of the historical forces that have shaped them. In this regard, no one culture can serve as a surrogate of another.

It has always been the case, and teachers of social studies have long taught, that foreign influences had profound effects on the course of American history and on its society. Thus the concept of interdependence is not new; what is different now is the recognition that the frequency of interactions have accelerated, the impact of them has increased, and that such interactions encompass a much wider group of nations and peoples than every before. Indeed, since World War II, of paramount importance to this country — its economy and its foreign policy -- are nations within the regions of Latin America, Eastern Europe, and the Middle East. In acknowledgment of this reality and of the concomitant importance of Africa, South Asia, and East Asia, this revision of the Grade 9 and Grade 10 syllabi makes a special effort to accomplish two purposes. One is to provide the teacher with a greater opportunity to teach

about regions and cultures not studied in depth elsewhere in the social studies program. The second is to create a cohesive two-year program in global studies that demonstrates the commonalities and linkages that are shaping our world civilization.

The syllabus is divided into eight units. These are: Africa, South Asia, East Asia, Latin America, the Middle East, Western Europe, the Soviet Union and Eastern Europe, and the World Today. An important Introductory Unit which establishes a framework for the course is also included. Selected nations and peoples within the regions encompassed are studied in thematic fashion. The themes in the syllabus are:

THEME I - The Physical/Historical Setting

This theme will examine the physical characteristics of the region. Content understandings and learning activities will focus on the effects of the region's geography on settlement and the development of specific cultural patterns. The course will chronologically develop those significant historical events which have shaped the present conditions in the region. An effort will also be made to view this story through the perspectives of the people in the regions under study.

THEME II - The Dynamics of Change

In this theme the course continues as a chronological survey of the region's past from the advent of nationalist movements to the development of modern nation-states. While chronologically organized, the theme focuses on relevant political, economic, and social changes within the historic context. Linkages will be drawn between the region's internal development and related events in other parts of the global community during the same time frame.

THEME III - Contemporary Nations and Cultures

This theme examines major countries of the area as independent nation-states within the global community. The content understandings, concepts, and activities focus on difficulties and successes in the nation-building experiences in the region. As in previous topics, the nations are not viewed in isolation, but rather as vital components of the existing global system; and students will be made aware of how the people in the regions view the world and their own conditions.

THEME IV - Economic Development

This theme will examine the diverse economic systems and economic decision-making processes within the region as they relate to the development of individual national economies. Conditions related to the efficient utilization of the region's natural resources, the quest for technological development, and the struggle for a prosperous place in the global economic community will provide the content and conceptual framework for this theme.

THEME V - The Region Within the Global Context

This theme places the emphasis on a study of the region in terms of its foreign relations and foreign policy decision-making in a global political

system. Examination of national security interests and autonomy issues versus global political realities is the underlying organizational theme.

The intent of the program is to provide students with some acquaintance with selected nations and peoples within the major geographic regions.

This course may be the last time in their high school careers that students will have the opportunity to learn where other people live and that there are values and perspectives other than the students' own. While it would be desirable for students to engage in an in-depth study of at least one of these areas, it should be the teacher's decision as to which region or regions receive more detailed attention than another.

Clearly, it will not be possible to study in depth all the nations and cultures of one region such as Africa or Latin America. In the case of Africa, as an illustration, attention might be given to anthropological discoveries, representative early civilizations, European and Islamic invasions, and the general trend toward achieving national identity. The teacher, by judicious selection of materials, will need to select representative case studies which best illustrate a major idea or theme of the syllabus. All students, after the general geographic and historical introduction, may not concentrate on the same nation or people, but each student might, with skillful guidance from the teacher, select one topic, nation, or people as his or her special area of investigation and share that research with the rest of the class. This method would allow the teacher to work with the entire class to develop generalizations and sharpen perspectives to derive conclusions of a transnational nature. Limited resources and time would suggest that such an instructional strategy would be most useful. This strategy will also help to focus instruction on the learner and will encourage the development of greater critical thinking.

Decisions made by the school district or teachers will determine the order in which the regions are presented and the amount of time devoted to each theme and region. Two factors must be considered. First, that the goals of the program are what governs testing and, secondly, areas with large and/or transient student populations may need to provide for a uniform two-year order for the regions covered, as well as for a standardized apportionment of time.

The Competency and Regents examinations given at the end of the 10th grade, encompassing two years' work, will require that all students have some mastery over the themes listed for each of the global regions studied, as well as general knowledge of similarities and differences across regions. Thus the examination will deal with that kind of information and knowledge, as well as important ideas, people, and events, with which all culturally-literate people should have some acquaintance. Students should also be able to compare and contrast ideas, people, and events across political boundaries and time.

In the essay portion of the examination, the questions will generally exhibit sufficient flexibility to enable students to use data about regions which they know well. Thus, all students will not need to possess identical depth of knowledge relative to one country or people, but could use in-depth examples from their own study. For example, a question on nationalism or on the societal effects of technological invention may well be answered using data from different nations or cultures, depending on the specific knowledge of the

student. It is the cross-cultural and transnational comparison and the themes of the syllabus that should form a constant part of the instructional process.

The success of the two-year sequence in global studies can be measured by the extent to which the program:

- contributes to a greater comprehension of the major concepts and understandings of the entire social studies syllabus;
- illustrates the significance of the major cultural heritages of the world;
- encourages the development of skills needed to work effectively with others who represent alternative cultures and viewpoints.

Writers and Consultants for the Syllabus in Global Studies

Dr. Jose F. Betancourt
State University of New York at Oneonta

Dr. Thomas Colwell
New York University

Dominick DeCecco
Bethlehem Central

Michael Fischer
Alden Central School

Dr. Janet Gilbert
retired, New York State Education Department

George Hammersla
West Irondequoit Central School

Dr. Richard W. Hull
New York University

Jo Ann Larson
Ichabod Crane Central School

Walter Litynsky
Troy High School

Dr. Roberta Martin
Columbia University

Frank Melia
Christopher Columbus High School, The Bronx, New York

Gloria Sesso
Half Hollow Hills Central School

Dr. Ihor Stebelsky
University of Windsor
Windsor, Ontario, Canada

Dr. Frank E. Sysyn
Harvard University

Academic Advisory Committee

Dr. Stephen M. Berk
Union College

Dr. Mary Lee Crofts
Michigan State University

Dr. Geraldine H. Forbes
State University of New York at Oswego

Dr. Roberta Martin
Columbia University

Dr. Don Peretz
State University of New York at Binghamton

Dr. Arnold Strickon
University of Wisconsin at Madison

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School districts will find it useful to consult two excellent reports which encourage students to become aware of other cultures and peoples:

The United States Prepares for its Future: Global Perspectives in Education. Report of the Study Commission on Global Education. Global Perspectives in Education, Inc., 45 John Street, Suite 1200, New York, New York 10038.

Education for Democracy: A Statement of Principles. American Federation of Teachers, 555 New Jersey Avenue, N.W., Washington, D.C. 20001.

Objectives for the Course in Global Studies

KNOWLEDGE OBJECTIVES:

Upon completion of the 9th/10th grade sequence, the student will be able to demonstrate knowledge of:

1. the major historical, geographic, societal, political, and economic forces and events that have shaped the global community and individual nations;

2. the causes and effects of cultural diversity and cultural diffusion;

3. the political and economic interdependence of major nations and cultures in relation to other nations and cultures;

4. the means used by various nations and cultures to deal with human needs and human rights;

5. the economic significance of various nations and cultures studied;

6. the development of Western civilization in its intellectual, artistic, political, and economic aspects;

7. the development of religious beliefs and value systems in the cultures and nations studied;

8. the influence of technology at various stages in history and in the various nations and cultures studied;

9. the influence of decisions and conditions in the past upon present international issues and problems.

SKILLS OBJECTIVES:

Upon completion of the 9th/10th grade sequence, the student will be able to demonstrate (in addition to previously identified abilities):

1. the ability to use research and analytical skills to secure data from various disciplines and to use relevant information to draw inferences, conclusions, and generalizations about other cultures;

2. the ability to use speaking and writing skills to articulate a persuasive point of view;

3. the ability to utilize knowledge and insights gained to participate in democratic decision-making and to work effectively with others of differing views and cultures;

4. the ability to perceive and identify the transnational consequences of personal and group decisions within and among nations.

ATTITUDE OBJECTIVES:

Upon completion of the 9th/10th grade sequence, the student will demonstrate:

1. positive attitudes toward objective analysis and inquiry;
2. positive attitudes toward intercultural empathy and comprehension;
3. negative attitudes toward stereotyping, prejudice, and injustice;
4. the perception that historical change, societal differences, and social conflict can be marshalled towards constructive ends;
5. the capacity to perceive one's society and that of others as both cultural borrowers and contributors;
6. the capacity to perceive humankind as a single species to be protected and valued;
7. the capacity to accept and defend democratic beliefs and procedures in decision-making in government and interpersonal relations.

INTRODUCTORY UNIT An Introduction to Global Studies

UNIT GOAL By the end of the unit, the student will be able to demonstrate:

The ability to examine regions of the world in the context of the historic, political, social, and economic development of the world as a whole

TEACHER'S NOTE: Teachers may not choose to teach this unit separately, but may choose to incorporate it as part of the first area studied.

I. THE GLOBAL ENVIRONMENT

Objectives:

1. To introduce and/or review the physical features of the earth and their relationships
2. To understand the uses and limitations of maps
3. To develop a sense of the linkages which exist between different areas of the world

Content Outline:	Major Ideas:	Model Activities:
A. The Physical World 1. Relative position of major features such as continents, oceans, etc. 2. Commonalities and differences of the global environment-landforms, water, climate, vegetation TEACHER'S NOTE: Prior to the end of the two-year Global Studies program, students should have a clear knowledge of major physical and political features of the globe.	The globe is a closed ENVIRONMENTAL system. Human beings and societies share the global ENVIRONMENT and its features.	Students could work in small groups to create games designed to teach and reinforce relative positions of major geographic features. These games could incorporate review of commonalities and differences in the global environment. The games can be used throughout the global studies program.
B. Maps and Their Uses 1. Types of projections-uses, limitations, and implications of distortions 2. Scale 3. Legends and symbols 4. Color	Maps have a variety of uses and can provide many different types of information.	

Content Outline:	Major Ideas:	Model Activities:
3. Variety of possible information, e.g. political boundaries, topography, rainfall distribution, population distribution, etc.	Different types of projections have their own unique distortions of reality.	
4. Distance and distance relationships a. Absolute distance b. Relative distance c. Effect of distance on interaction d. Relation of communications to distance	Advances in TECHNOLOGY have greatly changed the effects of distance in world relationships.	
TEACHER'S NOTE: Throughout the entire Global Studies course, map exercises should be frequent and meaningful.		

II. REGIONS

Objectives:

1. To introduce the concept of region
2. To understand that regions are defined in different ways
3. To introduce the relationships between history, population, and resources and the current status of a region

Content Outline:	Major Ideas:	Model Activities:
A. The Identification of Regions 1. Regions as categories for ongoing thinking about the world 2. Regions defined by some identifiable commonality or commonalities 3. Variety of sizes - e.g. from neighborhood to world region	A region is an area which is tied together for some identifiable reason, such as by physical, political, economic, or cultural features. Regions define both convenient and manageable units upon which to build our knowledge of the world.	Students could identify some physical, cultural, or economic region with which they are familiar. They should attempt to map the region, then discuss and evaluate the boundaries.
B. Ways of Defining Regions 1. Physical features and location 2. Political and cultural features 3. Economic features	Regions may be defined in several ways, depending upon the purpose of the categorization.	Students could hypothesize about regions among countries based on such things as: - physical features such as oil availability - economic characteristics such as level of economic development - cultural factors such as language or religion.
C. World Regions as Used in This Course 1. Commonalities 2. Variety within world regions	All of the world regions used in this course are made up of many different sub-regional areas.	

Content Outline:	Major Ideas:	Model Activities:
D. The Impact of Past Events Upon a Region E. The Impact of the Location, Distribution, and Movements of Population in a Region F. The Impact of Resources Upon a Region	The current status of a **region** is influenced by many factors, including its location, its history, its population, and its resources.	

III. CULTURE AND REGIONS

Objectives:

1. To understand the meaning of culture and the elements of culture
2. To prepare to study specific cultures
3. To analyze the connections between culture, geographic conditions, and historic patterns

Content Outline:	Major Ideas:	Model Activities:
A. The Meaning of Culture 1. As an entire way of life 2. As learned behavior	CULTURE is a term used by social scientists to refer to a group of people's whole way of life.	
B. Elements of Culture 1. Religion and values 2. Language 3. History 4. Social organization 5. Customs and traditions 6. Artistic and literary expression 7. Economic organization	While all CULTURES share parts of the same global ENVIRONMENT, they can have very different characteristics in how they relate to that global ENVIRONMENT.	Have students map the spatial extent of predominant religions or languages. Discuss areas of overlap and areas where one religion or language is dominant. Suggest reasons why these patterns exist.
C. Cultural Diffusion 1. What is cultural diffusion? 2. History and geography as both positive and negative factors in cultural diffusion 3. Factors encouraging a tendency toward a global culture	The movement of people throughout history has led to CULTURAL diffusion. Modern TECHNOLOGY and global INTERDEPENDENCE have increased both the speed and the extent of CULTURAL diffusion.	Introduce flows, linkages, and interactions through an activity in which students map the spread of a development (i.e., Coca-Cola, color television, or a disease) over time.

SPECIAL NOTE TO TEACHERS:

Throughout the two-year Global Studies course, major world issues should be used as a means to illustrate the linkages — historic and contemporary -- between the various regions being studied. These issues should be used to counter the tendency to think of each region studied as separate from the rest of the world, which, of course, they are not. Following is a list of topics which suggest world issues which might be used for this purpose. The list is suggestive and is not intended to be complete. Teachers will amend the list as changing times and concerns dictate. What remains constant, however, is the nature of the connections between and among peoples of the world. World issues:

- War and peace
- Population
- Hunger and poverty
- Political and economic refugees
- Environmental concerns
- Economic growth and development
- Human rights
- World trade and finance
- Determination of political and economic systems
- Energy: resources and allocations
- Terrorism

Because this two-year program encompasses many different culture areas, the teacher should help students make necessary linkages from one area to another, and from one topic to another.

These topics should be treated both as issues which are internally significant to any area, for example, population and food supply in South Asia, and as global issues which transcend areas and which have an impact on all of our lives. Examples of such issues could be terrorism, human rights and nuclear fallout. Such topics, it should be stressed, are not necessarily unique to this time, but may have historical precedent. Terrorism, for example, has been used in various forms throughout history; the forms it takes change from time to time.

One of the topics listed above might provide a useful transitional model in connecting one region to another in the syllabus. For example, a significant concern in Brazil is the deforestation of the Amazon Basin and its possible effects on Brazil's economy, debt problems, and population expansion. Worldwide concerns about deforestation center on its effects on the atmosphere, specifically the gases generated by the Amazon River rainforest. The major deforestation and desertification of major portions of Central Africa's savanna pose similar problems for not only the people of Africa, but also all people of the world. These global connections will help students to summarize the study of one region and to introduce another by linking the two with a common theme.

The advantages of such a transition are important:

- They connect the student to a real situation presently confronting the world.
- They enhance the student's awareness that we are all part of a series of interdependent systems.
- They stress the need to consider human values in relation to political, economic, and social factors.

They ask the student to reflect on the effects of historical forces on the public policies of nations and the world.

UNIT 1 Africa

UNIT GOALS By the end of the unit, the student will be able to demonstrate:

1. Knowledge of the physical, historical, social, and economic elements that have shaped the cultures of the people of Africa

2. Knowledge of the effects of interrelations within the area and with other parts of the world upon the political, economic, and social development of Africa

3. Knowledge of the role that the people and societies of Africa have played in the context of the development of the global society

I. THE PHYSICAL/HISTORICAL SETTING

Objectives:

1. To perceive the relationship between the climatic and physical features of Africa and the cultures and economies that developed there

2. To understand how physical geography, vegetation, and technology affect cross-cultural contacts and economic development

3. To be able to define and use the following concepts: modern, traditional, race, ethnicity, culture, and civilization

4. To appreciate the difficulties as well as the opportunities in discovering Africa's past

5. To assess the historical importance of Africa in world affairs because of its size and location, including its proximity to Europe, and because of its natural resource base

6. To understand that the history of people in Africa goes back as far, if not farther, than the history of people elsewhere and that Africans first developed basic technology

7. To understand the impact of Christianity on sub-Saharan Africa

8. To discern how Islam contributed to change in the social order and to transformations in the political and economic systems of Africa

9. To understand the creativity of Africans and to appreciate the diversity in style and form of the visual arts and architecture. To perceive that architecture and its forms are determined by the interplay of natural environment, technology, theology, and social and political institutions

Content Outline:	Major Ideas:	Model Activities:
A. Size and Location 1. Three times the size of continental United States 2. Situated almost equidistantly north and south of equator 3. Surrounded by major water bodies: Indian, Atlantic Oceans; Mediterranean and Red Seas 4. Water connections north, east, and west	Africa's central location between two major oceans enabled it from early antiquity to exchange its human and physical resources with people and CULTURES on other continents, and influences its role in world affairs.	Give students a blank world map. Ask students to label only the names of the continents on this map. Have students list on a separate piece of paper all the observations that they can make about Africa based on this map. Ideas might include location in relation to other continents; size comparisons; relationship to tropics, hemisphere; nearness to bodies of water; and description of coastline. Throughout this unit a comparison and contrast should be kept in mind between the sub-Saharan region of Africa and Saharan Africa and North Africa. Africa should be treated as a <u>whole</u> and case studies used from <u>all</u> over the African continent. Ask students to hypothesize about the effects that factors concernings its location and size have on Africa. Have students use an atlas, wall map, or maps in their text to label the major physical features of Africa, including major rivers and surrounding bodies of water. Have students describe Africa based on these features, and explain how these factors might influence settlement patterns, economic activities, trade contacts, exploration, social organization, colonial conquests, and migrations of people.
B. Key Physical and Topographical Features 1. Sharp delineations between the great basins and high plateaus 2. Effect of Sahara Desert upon inter/intra continental trade and commerce	The geographic DIVERSITY of Africa has significantly influenced physical mobility and the course of human development.	Using maps of population distribution and density, have students locate large cities and major settlements. Discuss the advantages the physical environment offers these areas. There are also many in Africa who have a nomadic existence. Use features of the physical environment, combined with human uses of that environment, to suggest reasons for nomadism.

Content Outline:	Major Ideas:	Model Activities:
3. Mountains and mountain ranges 4. Lakes: Chad, Victoria, Tanzania, Malawi 5. River systems: Niger, Nile, Zambesi, Congo	Topographically, the African continent has numerous obstacles to human, plant, and animal **migrations**. There are few jungle ENVIRONMENTS in Africa and nearly 45% of the continent consists of desert or dry steppe, with most of the remainder grassland, or open savanna. Since the Iron Age, if not earlier, man has had a profound effect in shaping the natural ENVIRONMENT, often to the detriment of the ecosystem and the balance of nature.	Have students do a comparison and contrast of physical/topographical features of Africa to those of North America and New York State.
6. Soils - generally hard, oxidized, and subject to leaching, erosion, and desertification		Using current maps and data, determine where desertification is a serious problem. Discuss characteristics of the physical environment and human use of the physical environment that have brought it about. How might it be rectified, if at all? How might it be avoided in other areas, given needs for human survival?
7. Vegetation zones a. Tropical rainforests of West and Equatorial Africa b. Savannas of the Sudan and Central and Southern Africa c. Deserts and steppe of the Sahara, Namib, and Kalahari	Vegetation and levels of TECHNOLOGY influenced social/CULTURAL CHANGE by acting both to encourage internal migration and intermingling and to discourage extracontinental CULTURAL contact. A nomadic existence represents a type of **migration** -- one that is cyclical, based on growing seasons and available food forces.	Have student groups use a variety of maps to identify specific examples of geographic and climatic diversity in Africa. Assist students to develop hypotheses about places and people of Africa.

Content Outline:	Major Ideas:	Model Activities:
C. Early Cultural Development and Civilization of Africa 1. Tools used to discover the past a. Archeology b. Oral traditions c. Radiocarbon dating d. Written records e. Anthropology f. History 2. Myths and legends as vital clues to the past: identity and continuity 3. Obstacles to cross-cultural contact 4. Iron Age technology and its effects on migrations: trading, exchange centers 5. Early civilizations: East Africa/Axum, Meroe, Kush; South and Central/Kongo, Zimbabwe; West/Mali, Ghana, Songhai; Nile River Valley/Egypt, Kush, Nubia 6. North African contacts with classical civilizations: Greeks, Semites, Romans, Indonesians	All places on earth have advantages and disadvantages for human settlement. Recent archeological discoveries in Ethiopia, Kenya, and Tanzania suggest that modern man originated in Africa and first developed basic TECHNOLOGY there. Africa enjoyed a long and rich history before the era of European exploration, conquest, and colonialism. Geographic factors promoted cultural DIVERSITY and gave rise to over 2,000 culturally-distinct societies and more than 1,000 languages. Natural barriers inhibited but did not prevent contacts and information exchanges with other continents or within the African continent.	Have students read about the recent discoveries of human and near-human fossil remains in East Africa and compare these recent finds. Discuss what these discoveries have added to the record of human development. Follow-up reports by students can focus on early tools and toolmaking, archeological techniques and methods, the Leakeys, and changing climatic conditions in ancient Africa. Have students work in groups to research the ancient kingdoms of Africa by selecting representative kingdoms from different areas of Africa and making a chart to compare these civilizations. o East Africa/Kush, Egypt, Nubia, Axum, and Meroe o South and Central/Kongo, Zimbabwe o West/Ghana, Mali, Songhai On the chart, students should include the founding of the kingdom, the subsistence patterns, trade patterns, social organizations, religious development, government, technology and crafts, and decline. Ask students to use the information in their charts to develop a list of similarities and differences for these kingdoms. Are there common characteristics that these areas shared? What contributions were made by these civilizations? At least one of the ancient African civilizations should be examined in some depth.

Content Outline:	Major Ideas:	Model Activities:
	Geography has played a significant role in the development of distinct CULTURAL patterns because different ENVIRONMENTS (desert, savanna, forest, etc.) demanded distinct human responses to ensure survival.	Have a student(s) investigate the life and times of Mansa Musa - the real and the legend.
D. Barriers to Development 1. Scarcity of water resources 2. Limited use of available natural resources 3. Absence of plows, axes, and drills severely limited the exploitation of soils, trees, and minerals 4. Absence of wheeled vehicles 5. Pervasiveness of tsetse fly made horse and oxen power unavailable in much of sub-Saharan Africa; use of camel was key to trans-Saharan trade 6. Lack of proximity of resources to market outlets 7. Reliance on traditional methods of production	Through a process of trial and error, Africans showed considerable skill and success in adapting crops and animals to suit local ENVIRONMENTAL conditions and to overcome geographical limitations. Societies sometimes confronted each other violently, but usually in the end there developed patterns of peaceful interaction and INTERDEPENDENCE among hunters, pastoralists, cultivators, and fishermen.	Have students analyze source maps of Africa. Students should look for locations of major resource deposits. Have students also identify major geographic features located where the resources are found in Africa. Have students compare the economies of those nations with resources to the nations without major resource deposits. In which cases were the resources developed domestically? By someone else? Why? Use maps showing rivers in Africa and the navigable portion of those rivers to compare the amount of navigable river length to the total length of the rivers. Ask students to determine why there are so many rapids and falls in African rivers. Use this information to speculate on the problems of development and contact caused by rivers and the benefits of the rivers. Students should research the large amount of hydroelectric potential in Africa's rivers (about 40% of the world's total). Ask students to link this information to development possibilities and problems in specific African nations.

Content Outline:	Major Ideas:	Model Activities:
E. Religion 1. As identity a. Ancestor worship b. Reinforcement of a group (lineage and clan) c. Divine kingships 2. Early religions, concepts of God and divinities 3. Islam a. Differences from and similarities to traditional laws and religion b. Impact of Islamic institutions upon traditional authority relationships c. Conversions south of the Sahara d. The holy wars (jihads) of the 19th century e. Formation of theocratic states in West Africa f. Progressive and fundamentalist Islamic movements in the 20th century 4. Christianity a. Early Christianity in Ethiopia and Nubia b. Evangelical revival and missionary impact c. African resistance and the establishment of local varieties of Christian beliefs d. African independent church movements e. Muslim-Christian cooperation and conflict in the Independence Era f. Moral and ethical dilemmas	Traditional religious beliefs are inextricably bound up with the social and political order and with the concepts of healing and renewal, goodness and evil, JUSTICE and INEQUALITY, and pervade nearly every aspect of life. Geography, culture, and strength of leadership and institutions can influence the intensity, shape, and direction of religious accommodation and CHANGE. Islam's DIVERSITY and accommodationist structures enabled Africans to freely blend Islamic and non-Islamic ideas and practices, and cut across ethnic, regional, and national loyalties. Islam contributed to a greater uniformity of laws and objective dispensing of JUSTICE and brought increased trade and market activity.	Have students use texts or selected readings to read about traditional religious beliefs, Islam, and Christianity in Africa. Why did certain religions spread in specific places? Have students trace the impact these belief systems have had on the social and political backgrounds of selected African nations or communities. Also have students compare the beliefs of these religious systems and identify why particular beliefs would have a specific appeal to one group or another at a specific time in history. Individual resports can be assigned and given to class. Using a series of blank maps of Africa (with no political boundaries), help students to map out locations of ethnic groups (general areas); language prevalence, and religious impact. When students finish, superimpose a transparent equivalent map (with political boundaries) as Africa existed in 1870, 1914, and today. What conclusions can students derive?

Content Outline:	Major Ideas:	Model Activities:
	Religion can act as an agent of social and political CHANGE which was already underway. Many Africans developed their own forms of Christian practice by breaking away from the churches established by European missionaries and creating their own organizations. Christian missionaries demanded a **reorientation** of thought and behavior which was **revolutionary** in nature to the African people.	
F. Role and Expression of Traditional African Art 1. Enhances and maintains power structure: an instrument of social control 2. Communications with spiritual world and protection against evil forces 3. Gives societies identity 4. Music and dance 5. African architecture a. Form and function b. Relation to natural environment c. Relation to community	Traditional African art is both **utilitarian** and **sacred** in nature. Great artistic **traditions** developed in black Africa and profoundly influenced "modern" art in contemporary Africa as well as in the Western World. African **architecture** is a physical reflection of the way of life of African villages.	Have students gather African art pictures. Use art books from the library and magazines such as art magazines or National Geographic. Ask students to group the art pictures using different criteria - material, form, use, and size. Ask students to generalize ideas about the form and function of the art based on these pictures. Students can test their ideas using readings or text materials that explain African art in greater detail. Use African folktales and songs to explore the values of traditional African culture. Recent short stories or excerpts from larger pieces of literature can be used to compare traditional and contemporary values, cultures, and lifestyles.

II. THE DYNAMICS OF CHANGE

Objectives:

1. To understand the nature and magnitude of the African slave trade, particularly the post-15th century trans-Atlantic phase, as a major force for change in Africa, Europe, and the Americas

2. To understand how Europe was able to dominate sub-Saharan Africa economically and politically through technological superiority

3. To assess Africa's varied reactions to European penetration and conquest and to understand the motives of European nations

Content Outline:	Major Ideas:	Model Activities:
A. Rise and Fall of Ancient African Civilizations and Emergence of Modern States		
B. Slavery and the Slave Trade in Africa 1. The internal and external slave trade: routes, markets, destinations 2. Motivations and rationalizations of participants 3. Impact upon victims and eventual denial of their heritage by western societies 4. Abolition a. Moral and ethical indignation and action b. Transformation to legitimate trade: economic profits could be made without slaves c. Legacy of slave trade	Human bondage in Africa and elsewhere long antedated the Atlantic slave trade. Participants in the slave trade were of white, black, and mixed-races and were motivated for a variety of reasons. The Atlantic slave trade caused incalculable social upheaval, contributed to an escalation of violence, and was the largest forced migration in world history.	Have students research first hand accounts of the early slave trade and the later Atlantic slave trade. Use these accounts to identify the differences in the types of slave trade that existed. Students should be encouraged to discuss the slave trade in terms of human rights. Ask students to identify basic human rights and to find examples of violations of human rights, in both the historical and contemporary settings. When discussing the operation of the slave trade have students research and role play the point of view represented by the different participants in the slave trade: slavers, ship owners, African slave traders, African slaves, New World plantation owners, slave ship crew members, and abolitionists. Have students investigate the developments and achievements of the English and United States abolition movements noting major distinctions and determining why the United States fought a civil war over the issue.

Content Outline:	Major Ideas:	Model Activities:
	Slavery and the slave trade led to an erosion of cross-cultural human EMPATHY while the abolitionist movement grew out of a combination of a restoration of EMPATHY and pragmatic economic considerations. The slave trade contributed to cultural diffusion and a two-way interchange of ideas. It left a legacy of racism in the Middle East as well as in the West.	Have students research the effects of the slave trade on Africa and the rest of the world. Texts generally contain information about the effects of the slave trade on Africa; more research may be needed to find information about the effects on the rest of the world (Europe, Americas, Middle East). Have students use maps of the routes of the early Euoprean explorers of African to identify which regions of African they explored. Have students speculate about why only specific areas of Africa were explored.
C. The Era of Discovery and Chartered Companies 1. Early European rivalries: political, economic 2. Early patterns of racial domination 3. The emergence of industrial capitalism and the "new" imperialism: European exploration and exploitation 4. Patterns of African resistance a. Violent-conventional and guerrilla warfare b. Passive movements 5. Patterns of African subservience a. Mercenaries b. African subimperialism under European imperial leadership	Dramatic TECHNICAL breakthroughs in the West, particularly in the 19th century, facilitated economic exploitation and enabled Europeans to conquer Africa more swiftly, less expensively, and at less risk to their own health. The legacy of the slave trade and feelings of TECHNOLOGICAL superiority gave rise in the West to false doctrines of racial INEQUALITY which in turn rationalized conquest and subjugation.	Have students read the accounts of the early explorers and their observations of Africa and Africans. Then have them compare these accounts with the views of the Africans about the European explorers. Ask students to hypothesize about the effects that European exploration and colonialism had on Africa. Guide students in making a chart that compares the positive and negative effects of European contact. List the following pairs on the chalkboard and ask students to work in small groups to make connections between slavery and industrialism; industrialism and colonialism; colonialism and nationalism; and imperialism and racism.

Content Outline:	Major Ideas:	Model Activities:
D. Effects of European Rule on Africa 1. Preventive medicine and improved nutrition a. Lowered infant mortality rates b. Population explosion 2. Agricultural changes a. Dramatic increase in production with use of new seeds, fertilizers b. Overemphasis upon export-related crops c. Stagnation in food crop production d. Importation of staples formerly domestically grown 3. Transition from subsistence to commercial agriculture 4. Exploitation of raw materials 5. Improved transportation and communication: railroads a. Make possible more efficient use of human and natural resources b. Destroyed notions of communal land ownership c. Opened up remote regions to economic development d. Led to forced labor and abuse of human rights e. Accelerated labor migration, weakened family and group ties	The colonial era made Africa less self-sufficient, less self-reliant, and more dependent on Western demands for certain commodities. The colonial POWERS contributed to far greater African political, economic, and linguistic unity by forging disparate ethnic and political units into larger entities. European domination resulted in a clash between African and European values and ideas. In the partitioning of the continent, European imperialists arbitrarily drew new national boundaries that cut across historical, ethnic, and CULTURAL lines. Boundary disputes are a major obstacle to the achievement of pan-African unity today.	Have students read passages from the works of African nationalists such as Kenyatta, Nkrumah, and others. Use poems and other literature to further explore the "feeling" of nationalism in African in the 20th century. The life and times of Cecil Rhodes can be well utilized as a case study in imperial power. Find other colonial explorers, developers, military men and explore their perceptions of Africa and African people. How do these perceptions explain the frequent ruthless exercise of power? Develop a chart with the students depicting the European impact on African life. Help students to see the moral and ethical aspects of that impact, its negative and positive effects. Ask students to draw maps of those areas in Africa that are not totally independent or under African majority rule. Have students think about and list the problems that the United States faced as a new nation. Give students the task of researching the problems of selected African nations as they became independent. Ask students which problems were similar and which ones were different.

Content Outline:	Major Ideas:	Model Activities:

6. Shift from communal to individual land owners

7. New legal/judicial systems

   a. Uniform codes
   b. Separation of secular and religious law
   c. Customary legal procedures used by various cultures - modified or abandoned

8. Transition from barter to currency systems

   a. Created greater disparities of wealth
   b. Heightened social tension
   c. Accelerated wealth and capital accumulation
   d. Stimulated market development

9. Greater availability of educational opportunity

   a. Educated Africans had greater choice of careers
   b. Higher education; classical, Euro-oriented, unrelated to developmental needs of Africa
   c. Downgrading of indigenous culture

III. CONTEMPORARY NATIONS AND CULTURES

Objectives:

1. To understand the effects European rule had on Africans and their institutions
2. To understand the origins, development, and outcomes of African nationalism and pan-Africanism
3. To perceive the relationship between free and non-free persons and societies
4. To understand the impact of the West on political, cultural, and social institutions
5. To understand that the majority of Africans today are still dependent upon a rural lifestyle in which there is a mixture of traditional and contemporary elements

Content Outline:	Major Ideas:	Model Activities:
A. African Nationalism and Pan-Africanism 1. Roots of each movement, American influences 2. Transition from foreign to African leadership 3. Effects of World War I and World War II 4. Effects of colonial constitutions and electoral policies 5. Political problems in some African nations a. Erosion of participatory democracy b. Corruption and nepotism 6. Clash between African nationalism and Pan-Africanism	World War II marked the beginning of the end of the colonial era. Racist ideologies were discredited, the doctrines of the United Nations heightened African aspirations for self-determination, and the war weakened the capacity of European governments to maintain formal colonial rule. African nationalism frequently led a shift in political POWER from European settlers and colonial administrators to youthful Western-educated, urban-oriented Africans.	Have students take the role of an African nationalist and write a letter to the European colonial authorities that states his/her position about World War II, colonial contributions during the War, and the eventual independence. How did the problems faced by the new African nations hold back the push for pan-Africanism? Use this question as a class discussion topic or have students prepare a written answer to this question and then present their positions to the class. Have students research the independence movements in different African nations. Choose contrasting examples such as Kenya, Ghana, Congo, Angola, and Zimbabwe.

Content Outline:	Major Ideas:	Model Activities:
	The inability of some governments to gain or maintain legitimacy in the eyes of its citizens has led to coups d'état and the imposition of authoritarian and often xenophobic military rule.	
7. Republic of South Africa a. The historical roots of the current population of South Africa 1) African population groups and roots in this area 2) White migration into South Africa: Dutch settlers, (Boers) and British 3) Asian migration b. Establishment of white rule and the apartheid system c. Black African responses to apartheid and white rule d. Contacts with non-African nations and the United Nations e. Current racial, political, and economic situations in South Africa	The **conflict** over settlement/ownership and control in South Africa dates back to the earliest Dutch settlers in the 1600's. White rule and **apartheid** laws created a crisis between the population groups in South Africa. The United States and other Western nations find it difficult to establish effective and positive **policies** for dealing with South Africa. Most African countries have depended heavily on the United Nations as a **forum** for airing grievances against **colonialism**, **neo-colonialism**, and **apartheid**.	Have students keep a news journal of items in newspapers or news magazines relating to South Africa or another trouble spot. Students may work on this individually or in groups. This assignment can be a long-term assignment that students work on during the entire Africa unit or during the entire course. Students should be asked to group or categorize the articles by topics or regions and then read and analyze the articles. What do these articles tell about current conditions in the nations chosen? Using current news articles, examine the policy alternatives for dealing with the South African government's apartheid policies and repression of civil and human rights. How might each alternative be viewed by the blacks of South Africa?

Content Outline:	Major Ideas:	Model Activities:
	Since the 1950's the United States has viewed Africa within the context of its relations with the **Soviet Bloc** countries, that is, it has placed foreign policy in Africa in a global, primarily East-West context.	
B. The Study of One East African and One West African Nation in Depth is Desirable 1. History: nationalist movement 2. Development: political and cultural 3. Contemporary states: Examples: East: Kenya, Tanzania; West: Nigeria, Ghana, Ivory Coast		Groups of students might be assigned individual nations to provide ten-minute reports with teacher guided summary of all reports to point up similarities and/or differences.
C. Impact of the West on Cultural and Social Institutions 1. Transition from extended to nuclear family structure 2. Weakening of lineage and kinship bonds 3. The transition to monogamy 4. The changing role of women in social and economic life 5. Development of major urban centers	The diffusion of Western ideas and institutions resulted in significant CHANGES in African lifestyles and world views of Africans. European and American **ethnocentrism** stimulated Africans to search for their roots and to strive for a new, uniquely African cultural IDENTITY.	Present students with different case studies of African villages. Use first person accounts and drawings of the layouts of the villages to illustrate the type of buildings made in the villages, the subsistence base, and the activities of the villagers. Have students compare the information on each village and draw conclusions about the lifestyles of the villagers.

Content Outline:	Major Ideas:	Model Activities:
		Use contemporary reports and letters to the editor from African newspapers to have some students investigate current problems in the villages of Africa. Other students could read accounts of life in African cities. Use these exercises as starting points for comparisons of rural and urban life in Africa today and a discussion of the problems that the African nations and people are facing: diversity of economic subsistence levels, rapid urbanization, unemployment, providing adequate food supplies, providing political stability, and educational opportunities.
D. African Life in Transition 1. Most Africans today still depend on the land for subsistence 2. Strong traditional values and attitudes are still accepted in rural areas a. Women's roles b. Family importance 3. New attitudes and values are clashing with traditional practices a. Increased education b. Better communication: TV, radio, movies, print media c. Industrialization and modernization d. Influence of Western ideas - mass democracy, socialism, majority rule, citizenship, and minority rights	As has happened in other parts of the world, rural areas in Africa tend to retain <u>traditional</u> values and practices. New TECHNOLOGY is bringing CHANGE in African ways as new attitudes clash with traditional practices.	Use this occasion to have students explore the pace and kind of change that occurs in various areas (rural, urban, suburban) by having students relate to (1) their own lives; (2) what they see on TV or in the movies. Focus on only one of two major ideas.

IV. ECONOMIC DEVELOPMENT

Objectives:

1. To identify the obstacles independent African countries are experiencing in their search for national unity and economic self-determination
2. To perceive the relationship between accelerating population growth and poverty and their effects on economic and social development
3. To understand the forces that tend to undermine freedom in Africa
4. To identify the causes of the rapid growth of Africa's urban areas and the problems which have resulted from this growth

Content Outline:	Major Ideas:	Model Activities:
A. Difficulties Experienced in Establishing Economic Independence 1. Difficult relationships between African countries and lending institutions 2. Colonial institutions remain strongly in place: banks, schools, exports 3. Emphasis upon urban industrial development a. State corporations favored b. Neglect of rural sector c. Growth of the urban middle class d. Lack of adequate housing 4. Effects of drought in 1970s and '80s in certain areas 5. Establishment of socialist and mixed economic models of development a. Tanzania and Ethiopia b. Kenya and Nigeria	Though Africa has achieved political independence, it remains deeply **dependent** on the West for trade, capital, and food. And this **dependency** has had a demoralizing and embittering effect on Africans and has contributed to continuing tension between Africa and the **industrialized world**. Conflicting **ideological** and **economic** goals led to the creation of **mixed** socialist/capitalist **economies**. CULTURAL and ethnic DIVERISTY and nationalism have made it difficult for strong Pan-African cooperation.	The World Bank and other international organizations publish the economic and social statistics of the nations of the world. Use this type of data to illustrate concepts such as GNP per capita, energy consumption, exports and imports, life expectancy, population growth rates, and literacy rates. Have students define these concepts and compare how African nations rank in relation to other world areas. It would be useful for students to develop a list of characteristics or indicators of developing and developed nations. As students use these data, they should identify which nations in Africa remain exceptions to the general patterns and why. Compare and contrast the various locations where development has or has not occurred. Students should be asked to follow news accounts of U.S. economic contacts with the Republic of South Africa and the controversial nature of those contacts. Discuss with students the very real moral and ethical questions raised by:

Content Outline:	Major Ideas:	Model Activities:
	In South Africa, racial and ethnic fear and a historic lack of EMPATHY by whites for Africans have been major impediments to the achievement of popular multiracial democracy. No nations have been successful in creating pure socialist or capitalist economic systems.	- Withdrawal of multinational corporations - Imposition of economic sanctions - South African possession of important minerals key to the United States' defense industry
B. Population Problems 1. Reasons for persistence of high birth rate a. Lack of access to health and education services b. Traditional beliefs and pressures for large families 2. Relationship between population and resources a. Improved life expectancy means more to be fed b. In urban areas, migration exceeds job opportunities c. Ability to meet food supply needs remains limited	**Overpopulation** and widespread poverty threaten the political stability of African countries. In sub-Saharan Africa, improvement in **life expectancy rates** has contributed to population growth rates that are among the highest in the world.	Have students construct charts and graphs which compare population data on selected African nations including Kenya, Nigeria, Ivory Coast, Zaire, and South Africa. Have students generalize from the data collected. Have students explore the relationships between malnutrition, birth defects, and access to health and educational services.

Content Outline:	Major Ideas:	Model Activities:
C. Urbanization 1. The role of cities in early Africa 2. The rise of colonial cities and shanty towns 3. Urban congestion and the breakdown of essential services 4. Obstacles to controlling urban growth	The breakdown of ethnicity as the new city dwellers faced new cultural patterns has resulted in crises of personal IDENTITY and feelings of frustration and alientation. The colonial era led to economic development and relatively peaceful conditions that contributed to greater mobility and rapid urbanization. Urban populations have expanded faster than employment opportunities, thus creating poverty and inequality.	
D. Agriculture and Food Supply 1. Major food crops - imported and domestic 2. The African diet in transition 3. Deforestation and soil erosion 4. Weak government incentives for domestic producers 5. Scarcity of water resources and high cost of well drilling and irrigation technology 6. Problems of transferring technology from the industrialized countries to the developing world	SCARCE food resources and high prices have forced Africans to devote an increasing amount of time to finding food and less time on more productive pursuits.	

V. AFRICA IN THE GLOBAL CONTEXT

Objectives:

1. To understand that the major European powers and the United States continue to exert an influence over the foreign policies of African countries
2. To identify the reasons why African countries have difficulties maintaining a foreign policy of nonalignment
3. To recognize the strategic importance of Africa to the communist and non-communist powers
4. To understand the situation in Southern Africa and the complexity of the issues created for both African and non-African nations

Content Outline:	Major Ideas:	Model Activities:
A. Africa's External Alliances and Linkages 1. The 1975 Lome Convention between the European Economic Community (EEC) and 46 African, Caribbean, and Pacific countries 2. The Commonwealth 3. The United Nations 4. The Council for Mutual Economic Assistance (CMEA) 5. The World Bank and International Monetary Fund (IMF) 6. Organization of Petroleum Exporting Countries (OPEC)		Have students use maps to identify the colonial status of the African nations before independence. Students should use almanacs or other data sources to identify current trade patterns for some major African nations. Ask specifically for information about major export and import partners. As a follow-up have students identify members of the British Commonwealth and report on the advantages of being part of the Commonwealth.
B. Direct Foreign Interference in African Countries 1. The Congo crisis of the 1960s 2. French military involvement in its former colonies; e.g. Chad 3. Great power rivalry in Angola and Ethiopia	The persistent economic crises in Africa have forced many African countries to maintain close **diplomatic** links with former colonial nations and has compromised their status of **nonalignment**.	Ask students to use texts and supplemental readings to identify the interests of the major powers in Africa since independence. Use examples such as the Congo crisis, Ethiopia and Somalia, Angola and Mozambique, Chad and Libya to explore the interests of the major powers in these areas of Africa. Choose specific topics and have students investigate the involvement of the major powers in specific situations.

Content Outline:	Major Ideas:	Model Activities:
	African leaders, since independence, have designed their foreign policies in such a way as to prevent the continent from becoming a theater of the Cold War and Great Power rivalries. But deep international divisions with certain countries have led to direct involvement in their internal affairs by the major powers.	From these reports have students generalize about the interests of the major powers in Africa. Discuss the successes and failures of the policies of the great powers in Africa. Whenever possible, use direct statements from the African leaders about foreign involvement in their nations.
C. United States/African Relations		
1. American philanthropy, especially food aid		
2. Military assistance, U.S. military bases, satellite contact stations		
3. Dealing with racism at home and abroad		
D. Africa's Role in World Affairs		Ask students to read about the connections between the United Nations and African nations. Students should investigate where the U.N. has been successful and where it has failed in its activities. Ask students to research the background and/or problems of selected African nations. The student should then choose a spokesperson to act as Ambassador to the U.S. for a worldwide conference on Africa (include representatives from the U.S., U.S.S.R., France, and Great Britain). Each representative should present information about his/her country and its problems before discussion begins about resolutions to deal with the problems facing African nations.
1. Strategic location		
2. Resources: corporate economics v. national politics		
3. Nonalignment		
4. Impact of racial issues		

UNIT 2 South and Southeast Asia

UNIT GOALS By the end of the unit, the student will be able to demonstrate:

1. Knowledge of the physical, historical, social, and economic elements that have shaped the cultures of the people of South and Southeast Asia
2. Knowledge of the effects of interrelations within the area and with other parts of the world upon the political, economic, and social development of South and Southeast Asia
3. Knowledge of the role that the people and societies of South and Southeast Asia have played in the context of the development of the global society

I. THE PHYSICAL/HISTORICAL SETTING

Objectives:

1. To identify the major physical features within the region
2. To understand that the physical setting has had an impact on the cultures and economies of South and Southeast Asia
3. To discover the origins of Hinduism and its influence on Indian society
4. To perceive that cross-cultural contacts have greatly influenced diverse cultural patterns of South and Southeast Asia
5. To appreciate the significance of Islam as a powerful cultural force from the time of its inception in the 7th century to the present day
6. To identify the role played by religious and communal conflict in shaping the structure of contemporary South Asian society and political organization

Content Outline:	Major Ideas:	Model Activities:
A. The South Asian Subcontinent 1. Location, size, and nations 2. Physical features and their effects 3. Climate and its effects 4. The importance of water a. Scarcity in some areas b. Uneven seasonal distribution in other areas c. The major river valleys d. The role of irrigation	A region's geographic characteristics, including the location, influence its role in world affairs. The geographic DIVERSITY of South and Southeast Asia has led to varying adaptations to the ENVIRONMENT in different parts of the region.	Provide students with a sheet of plain white paper on which lines have been drawn to quarter it. These lines will represent the Equator and the prime meridian and will divide the sheet into northern/southern, western, and eastern hemispheres. Ask students to work in pairs to draw in a rough outline of South and Southeast Asia and the United States to show them as they are in proportion and in relative location to one another.

Content Outline:	Major Ideas:	Model Activities:
	Scarcity of water or uneven seasonal distribution of rainfall are factors which affect the way of life in a region.	Provide students with a blank outline map of the world and ask them to identify the United States and the countries of South and Southeast Asia. Have available wall maps, atlases, or textbooks in which students may check and revise their initial attempts. Using the locational maps, have students discuss why the location of South Asia is important politically.
B. Southeast Asia 1. Location and nations involved 2. Diversity of physical features 3. Importance of river valleys and surrounding seas	Geographic factors have promoted cultural DIVERSITY in South and Southeast Asia.	Utilize maps showing physical features, land use, and mineral resources. Compare these to population density maps for both South Asia and Southeast Asia. Discuss how location and physical characterists influence inter- and intra-region contacts.
C. Early Civilization 1. The Indus Valley 2. Succession of conquerors from the Aryans through the Mongols 3. Contacts through trade- from the Arab and Persian traders through the Europeans		Have the class brainstorm explanations of why India was so frequently invaded. Compare to other historical cases, especially China, Southeast Asia, Southern and Western Africa.
D. Development of Hinduism 1. Basic beliefs 2. Hinduism as a way of life 3. Diversity of attitudes and practices 4. Effect on social organization	In South Asia, religious beliefs and social organization are closely related.	Have students generate a list of questions about Hinduism and Buddhism to guide their study. Invited guests could serve as resource people to answer questions and/or students could work in groups to research answers to their questions.

Content Outline:	Major Ideas:	Model Activities:
E. Buddhism as an Outgrowth of Hinduism 1. Basic ideas of Gautama, the Buddha 2. Spread of Buddhism to Southeast and East Asia 3. Eventual absorption of elements of Buddhism into Hinduism in India	The spread of Buddhism from India through Southeast Asia is an example of **CULTURAL** diffusion.	Have students develop a chart to compare beliefs and religious practices of Hinduism and Islam. Include organization of society, observation of religious days, dietary laws, submission to authority, beliefs regarding future (or eternal) life. Have them check those differences which might be sources of conflict between the two faiths. Consider and discuss which characteristics of each faith would be most difficult for Americans to understand and why.
F. Islam in South and Southeast Asia 1. Waves of Islamic invaders, 8th-16th centuries 2. The Mughal Dynasty in India 3. Beliefs and philosophy of Islam 4. Differences between Hindu and Islamic beliefs 5. Spread of Islam to parts of Southeast Asia	Differences between the Islamic world view and the world view of Hinduism resulted in **CULTURAL CHANGE** when the two philosophies came into contact with each other. These CHANGES are the result of **CULTURAL** diffusion.	
G. Other religious movements and influences		Have students collect examples of religious movements from current world events. Use these to develop comparing, contrasting and categorizing skills.

II. THE DYNAMICS OF CHANGE

Objectives:

1. To discover the causes and results of the nationalist movement in South Asia
2. To understand that, in the absence of a common cultural heritage, British colonial rule unified diverse elements in Indian society
3. To identify the roots of the eventual separation of India and Pakistan

Content Outline:	Major Ideas:	Model Activities:
A. British Assumption of Power 1. Role of the British East India Company 2. Suppression of resistance and transfer of power to the British government	Many nationalist leaders espoused the **democratic ideals** they had learned in Western schools and were rebuffed by British **authorities** when they pressed to incorporate them into Indian society. **Religious differences** between Hindus and Moslems promoted increased political **conflict**. Lack of a strong unified political **resistance** allowed the British to rule without serious opposition. **Imperialistic** ideas and forces led Britain and other European powers to subjugate the Indian subcontinent and other areas in South and Southeast Asia.	This topic lends itself to the development of research skills. It could be presented as an example of historical research using the social scientific method. Begin with a research question such as: - Did the activities of the Indian nationalists help or hinder the movement toward independence? Guide students in developing a research hypothesis after reading several accounts of the period. In using any chronological account of the European imperial period in South and Southeast Asia, students should look for bias in the account. If selections from British/Canadian texts and Indian texts are available, have students compare passages describing the same events. Students may role play, assuming the outlook of Hindus or Moslems, for example.

Content Outline:	Major Ideas:	Model Activities:
	A sense of IDENTITY as Indians gradually evolved under the period of British rule.	
B. British Rule 1. British control over the Indian subcontinent required defeat or subjugation of rival companies and rival rulers 2. In the early years, the diverse nature of Indian society together with British policy enabled the British to rule with little dissention a. British policy of noninvolvement in local issues b. British use of "divide and conquer" strategy to undermine any unified resistance from native princes c. British employment of Indians (primarily Hindus) in many capacities d. Hindu acceptance of karma and dharma made for less resistance to foreign rule e. Existence of the caste system maintained social order at local levels and lessened the need for British interference	**Imperialistic** policies led to the **exploitation** of the people and their region's resources.	Through this study, primary source materials (i.e. speeches, broadsides, interviews, government documents) identifying opposing points of view are valuable. Use such materials to help students identify points of disagreement and summarize the opposing viewpoints. The motion picture, "A Passage to India," available on videocassette, gives an excellent picture of the British social separation from the Indians as well as the prejudice that existed in the society.

Content Outline:	Major Ideas:	Model Activities:
3. Changes were made under colonial rule a. Improved transportation and communication systems allowed greater exploitation of human and natural resources b. Shift in emphasis to world market priorities disrupted supply of locally needed goods and services c. Improved health and sanitary conditions increased the population without offering expanded economic opportunity	CHANGES introduced by imperialistic powers were designed primarily to solidify colonial rule rather than to transform the society being ruled. Improvements and CHANGES led to different patterns of economic activity.	Have students obtain figures for population in several time periods. When did major changes occur? Why? Where were the increases most marked? Why?
4. Some changes helped Indians to acquire background for eventual political and economic independence a. Improved transportation and communication network, port facilities b. Health and sanitary improvements c. Involvement of some Indians in civil service positions in an efficient colonial administration d. Application of a uniform legal/judicial code e. Limited voting rights f. Increased availability of educational opportunity in India and abroad g. Growth of an Indian middle class based upon business	Changes introduced by **imperialist** powers may have the effect of strengthening nationalistic movements in the subject region.	Students can predict possible consequences of identified changes and then investigate which consequences actually occurred.

Content Outline:	Major Ideas:	Model Activities:
C. Growing Nationalism and Formation of Powr Groups 1. Expectations of educated elite 2. Rejection of Indians by British 3. Formation of Indian National Congress, 1885 4. Distrust of Hindu majority by Muslims 5. Formation of All-India Muslim League, 1906, under the Aga Khan	Deeply ingrained religious and CULTURAL differences may prevent the development of national unity.	Consider other examples in American history and global affairs in which cultural differences threatened unity. Compare and contrast those examples and the Indian experience in the early 1900s.
D. Evolution of Limited Self-Government Through British and Indian Acts, 1900-1939		
E. Rise of World War II and Eventual British Withdrawal 1. Gandhi's early career and development as a national leader 2. Gandhi's religious and philosophical beliefs: non-violence; Indians first, Muslims or Hindus second 3. Jinnah's early career within the All-India Congress, but eventual rejection of Hindu domination	Events of the 20th century, especially the two World Wars, weakened imperialistic power in many parts of the world.	The motion picture "Gandhi" provides an account of events and personalities of this period in Indian history.
F. Effect of World War II and Eventual British Withdrawal 1. Self-government demanded as price of cooperation in World War II 2. Jailing of nationalist leaders	Have students trace the events of the period by developing news headlines of major events. This activity develops skills of identifying main ideas.	

Content Outline:	Major Ideas:	Model Activities:
3. British promise of a constitution for an independent India after war blocked by Hindu-Moslem conflicts		
4. Independence to India and creation of Pakistan (East and West Pakistan) in 1947		
5. Burma became separate independent nation		
G. Southeast Asia and the Colonial Experience		Use a four-square grid with boxes labeled India and Southeast Asia, similar and different, to guide students to compare and contrast. Have students use the information gathered to write a comparison of the colonial experience in Southeast Asia and India.
1. Comparisons and contrasts with the Indian experience		
2. Effects of World War II on colonial power		

III. CONTEMPORARY SOUTH AND SOUTHEAST ASIAN NATIONS AND CULTURES

Objectives:

1. To appreciate the problems facing leaders of nations of South and Southeast Asia at the time of independence
2. To understand that the legal system and government structures in both India and Pakistan reflect the lasting legacy of the British colonial experience
3. To empathize with the various peoples disrupted from homeland and way of life as a result of partition of the Indian subcontinent
4. To analyze the effects of diverse ethnic and religious groups upon government, and upon efforts to establish national unity
5. To identify elements of India's cultural heritage that makes possible the inclusion of many different groups within one nation
6. To understand why the new nations of South and Southeast Asia developed new approaches to deal with economic and social needs of their developing countries
7. To see the relationship between continuing population growth and problems faced by most nations of South and Southeast Asia
8. To understand the various routes to independence of the nations of South and Southeast Asia and the differing results of independence in those nations

Content Outline:	Major Ideas:	Model Activities:
A. Adverse Consequences of the Partition of India Upon Both Hindus and Moslems		Have students create a political map of India and its states to add to their notebook map series.
1. Forced resettlement of millions, with resulting poverty, famine, disease among homeless		
2. Continuing civil strife throughout the subcontinent		
3. Unresolved territorial claims, causing rivalries that continue to this day (Kashmir and Jammu; Punjab)		
B. New Indian Government Used Framework Evolved Under British Rule		Distribute or have students prepare a chart showing the structure of the Indian national government. Have students compare this chart with the same data for the British system. Then identify similarities and differences.

Content Outline:	Major Ideas:	Model Activities:
C. Indian Constitution of 1950 and Subsequent Amendments 1. Principles, structure of government 2. Citizenship and voting rights: total enfranchisement for all over 21 3. Banned discrimination against people outside the caste system (untouchables) and gave special rights to "scheduled classes"	India is one example of the many nations which achieved independence from colonial powers and modified their political system from that imposed by the colonial POWER.	Select excerpts from various Western (i.e., United States, French, British) constitutions and/or political documents dealing with similar themes or topics: leadership; rights of the governed; citizens' rights/responsibilities; powers of government. Present these to the students with similar excerpts from the Indian constitution. Have students analyze them for ideas and/or issues which are similar; different.
D. Problems of Independence in India 1. "Unity in diversity" versus realities of cultural differences 2. Commitment of Indian leaders, e.g., Gandhi, Nehru, to unity of all elements 3. Attempts to unite the diverse elements 4. Evidence of disruption because of cultural differences	Cultural diversity may lead to conflict, although the reasons for the conflicts may differ from place to place.	Have students compare cultural maps to political boundaries. Discuss possible explanations for feelings of disruption.
E. Society in Independent India 1. The village remains central to India's social structure 2. The continuing importance of the caste system 3. Population issues in India and Pakistan - population growth rates among the world's highest a. Advantages of large families to the farmer b. Decreased death rates	In many former colonies, adherence to the **traditional social order** has deterred the **national government's** efforts to develop a strong sense of **national unity and purpose** throughout the country. Increasing population requires more **resources** to be sustained.	The teacher may present several case studies of Indian villages to reveal the basic characteristics of village social structure. There are number of materials available: films, textbooks, case study readings, multi-media packets. After using several of these, students may generate a set of common characteristics. Students could look at maps showing population distributions in several time periods. Discuss the changes that are seen over time.

Content Outline:	Major Ideas:	Model Activities:
c. Effects of high population growth 1) On the economy 2) On city life 3) On living standards 4) On the farmer	In many areas of the world, improvements in life expectancy and health care have contributed to rapid population growth.	Using readings concerning Indian government efforts to limit population growth, students may analyze the kinds of pressures on Indian leaders and people as they wrestled with these issues.
4. The effect of increased urbanization on traditional values and beliefs	**Urbanization** in South Asia and other parts of the world has tended to weaken traditional beliefs and life patterns.	
5. Problems resulting from the diversity of language and religions on the subcontinent a. The Sikh quest for greater autonomy b. The Kashmir issue; history and the situation today	**Religion** has worked both to unify and divide the people of South Asia. DIVERSITY of languages in South Asia made communication and unification difficult after independence. IDENTITY in South Asia is still based more upon cultural groupings than upon national or political loyalty.	This topic would provide an excellent case study of the religious/political conflict between the Hindu and Sikh elements in Indian society and politics. Begin by exploring the political circumstances which led to the seizure of the Sikhs' Golden Temple at Amritsar by the Indian military in the summer of 1984. Continue through to the assassination of Indira Gandhi by Sikh extremists in October of 1984. This activity would best be accomplished by using newspaper and news magazine accounts which might be gathered as a library research skills activity. Have students prepare a "You Are There" type of report to present to the class. You might also have the students organize a debate of the issues with some students playing the roles of: Sikh extremists; moderate Sikhs; Hindu government officials, Hindu religious leaders.

Content Outline:	Major Ideas:	Model Activities:
F. Pakistan as a Newly Independent Nation 1. Inexperience of Muslims in self-government under British rule 2. Underlying differences between East and West Pakistan caused their eventual separation into two nations a. Difficulties created by physical separation b. Cultural and economic differences between two sectors c. Creation of Bangladesh	Lack of experience in self-government has been a problem for many former colonies in their efforts to create an independent NATION-STATE. Physical separation and CULTURAL DIVERSITY were major obstacles to Pakistani nationalism. The British agreement to Muslim demands for partition created anguish and hardship for both Hindu and Moslem peoples.	Set up a role play situation. SCENARIO: The students in the class find themselves alone in an inhospitable environment. The only thing they have in common is being from the same social studies class. Their first task will be to establish a working government. Present them with a variety of problems on which decisions must be made. These might include: control and distribution of the ethnic groups' wealth; food shortages; attacks by outsiders; different customs and traditions in each group.
G. Southeast Asia - Various Struggles for Independence 1. Viet Nam, Cambodia, Laos 2. Malaysia and Singapore 3. The Philippines 4. Indonesia	In many areas of the world, the establishment of independent NATION-STATES after World War II became involved in rivalries among the major powers.	Students can work in groups to explore and present to one another case studies of the various areas cited. To assist, provide a study guide of key questions and monitor student research efforts.
H. Southeast Asia - Contemporary Issues 1. Cambodian Genocide 2. Governmental changes in the Philippines	The crime of genocide crosses CULTURES and eras. Internal struggles for POWER sometimes led to radical societal CHANGES and political turmoil.	For student activities and readings about the Cambodian Genocide, see: Case Studies: Persecution/Genocide, The Human Rights Series, Volume III. (The State Education Department, Albany, NY).

IV. ECONOMIC DEVELOPMENT IN SOUTH AND SOUTHEAST ASIA

Objectives:

1. To understand that economic development has been India's crucial challenge since independence
2. To understand that the "green revolution" has resulted in increased food production but not without costs and criticism
3. To understand that India's technological revolution has brought both promise and problems
4. To understand that economic decisions made by Indian leaders today affect the nation's future potential as a world leader
5. To perceive that the economic decisions of the less developed countries of South and Southeast Asia are influenced by the world economy

Content Outline:	Major Ideas:	Model Activities:
A. Economic Conditions 1. Colonial policies generally kept control of resources and economic decisions in hands of imperialist powers 2. Post-independence development has been tied to both industrialization and resource development to help agriculture 3. A mixed economy evolved in India to meet disparate views of India's leaders a. Gandhi's emphasis upon village as central focus; cottage industries b. Wealthy industrialists and business leaders favor free enterprise c. Nehru favored a socialist economy	Newly **independent nations** had to deal with **decolonization** of their economies. Different goals and values than those held by the colonizing power brought about a DIVERSITY of economic patterns. **Resource development** can be used to promote **economic development**, but population pressures can make this difficult. Some segments of the Indian economy are based on **free enterprise/capitalist economies** while others are operated on **socialistic principles**, thus creating a **mixed economy**.	Have students list characteristics of India's social structure, cultural heritage, and available resources which affect the economic decisions that the government had to make. Review basic information about economic systems. Have students predict which segments of the economy would remain in private hands as in Western capitalistic pattern. Which would be controlled by the government? Compare their predictions to the decisions actually made by using material describing the Indian economy today.

Content Outline:	Major Ideas:	Model Activities:
B. Nature of Decision Making in Less Developed Countries 1. Basic/heavy industries to provide goods and services for continuing development 2. Small/light industries for consumer goods and services 3. Finished goods compete in both domestic and world markets 4. Exports influence domestic growth 5. Effects of population growth on the ability to compete in the world market 6. Effects of world economy upon operation of domestic economies in South and Southeast Asia	The **economic decisions** made in one country influence the **economic planning** and decision making of other countries. The **economic systems** of the world's nations have become an INTERDEPENDENT **network**. When a country's **goods and services** do not attract customers in the **world market**, continuity and growth in the **domestic economy** are disrupted. **Developed countries** and countries that control vital **resources** can manipulate **world markets** to their best advantage at the expense of the world's **less developed countries**.	In a class discussion, have students develop criteria for purchasing goods and/or services from foreign producers. Some examples might be low cost, high quality, large supply, availability, etc. Then have students evaluate the costs and benefits (advantages and disadvantages) of purchasing foreign products. Provide students with a list of products from Indian which would be available to American purchasers. From the perspective of several different Americans (e.g., consumer, industrial laborer, business owner, farmer), have them decide whether they would favor the purchase of specific items from the list and give reasons. Refer to the original list of criteria. Based on the results of this activity, have students discuss the effects on the Indian economy. Have students develop a marketing strategy for several of the Indian products. What specific places would they try to sell a particular product or service and why? Toward what specific group of purchasers would they aim their product?
C. Economic Planning in India 1. Five-year plans as an attempt by government to establish economic goals and priorities	Many nations have devised an **economic system** which incorporates elements of both **market and command economies**. A major goal of Indian **economic planners** has been to increase national **self-reliance** while decreasing **foreign dependency**.	Present or have students find statistical data on industrial and agricultural production at different times under different five-year plans, including the most recent data. Analyze and evaluate the successes and/or failures at different times.

Content Outline:	Major Ideas:	Model Activities:
D. Progress in Agriculture - the "Green Revolution" 1. Improved grain seeds have produced a food grain reserve in recent years 2. Negative aspects of the "green revolution"	The "green revolution" has been an attempt to apply modern TECHNOLOGY to persistent production problems in agriculture.	Do a statistical study of the grain production before and after the introduction of "green" revolution techniques and technology. Guide students to present the information in chart of graph form. Compare news reports of the early years of the "green revolution" projects with more recent accounts. Compare the promise with the realities.
E. Technological Progress 1. Significant technological gains thrust India into the modern world 2. The costs of technological progress	TECHNOLOGICAL progress and industrial growth has had uneven effects on the standard of living of the Indian people.	
F. India's Struggle to Succeed in the World Economy 1. Continuing dependence on foreign aid and foreign investment 2. Balance of trade problems		
G. Economic Development in the Other areas of South and Southeast Asia 1. Effects of continued internal and external struggles for control (e.g., Viet Nam, Cambodia) 2. Varied approaches to economic organization		

V. SOUTH AND SOUTHEAST ASIA IN THE GLOBAL CONTEXT

Objectives:

1. To compare the different strategies used by India in dealing with the superpowers - the United States, the Soviet Union, and the People's Republic of China
2. To assess the influence of each of the superpowers upon the nations of South Asia
3. To perceive the relationship between foreign policy adopted by the various South Asian nations and the practical needs and external threats experienced by each of them
4. To understand the foreign policy issues affecting the region since the time of independence
5. To identify how United States foreign policy decisions will affect future relations with the countries of South Asia

Content Outline:	Major Ideas:	Model Activities:
A. Fundamental Approaches to Foreign Relations 1. India: nonalignment; zones of peace 2. Pakistan: alignment with external powers; balance of power strategy 3. Southeast Asia: direct involvement in international power struggles	The political and strategic concerns of the countries of the region have shaped their relations with the superpowers. India's commitment to a **policy of nonalignment** has shaped the country's **foreign policy**.	A valuable primary source for information from the Indian government is "Indian News," a newspaper published weekly and available at an annual subscription rate of $5.00, from: Information Service Embassy of India 2107 Massachusetts Ave., No. Washington, D.C. 20008 Organize and conduct a "South Asian Regional Conference" to discuss regional concerns related to foreign policy issues. Have small groups of students take the role of delegations from each of the countries of the region. Each group will need to research the policies of the country it represents. The group should prepare an initial position statement to be presented to the first session of a general assembly. The report would include: - the country's foreign relation concerns, - regional needs, and
B. Effect of India's Geopolitical Concerns Upon Its Foreign Policy 1. Friendship with Soviet Union, mid-1950's-1979 2. Underlying hostility toward Chinese because of border disputes; Chinese support of dissidents until 1979 3. Suspicion of United States because of Pakistan policies	**Foreign policy decisions** made by India's leaders today will affect that country's future as a **political leader**.	

Content Outline:	Major Ideas:	Model Activities:
C. Effect of Pakistan's Geopolitical Concerns Upon Its Foreign Policy 1. Reliance upon alliances with West 2. Soviet action in Afghanistan caused shift back to South Asian focus	Pakistan's need for **national security** was best served by agreement and **alliance** with the **Western powers**.	- the basic position of that country in relation to other countries of the region. Additional sessions should have countries interacting and negotiating on these issues and concerns. The final session should be devoted to developing a unified strategy for regional cooperation, action, and security to the degree that cultural factors and historic traditions permit. Have students consider how and why regional and domestic needs aid in the decisons regarding alignment with other nations.
D. India and the World 1. As a leader of the nonaligned Third World Bloc 2. Advocate of nonproliferation of nuclear weapons agreement 3. Indian foreign policy-relations with China, Pakistan, and the superpowers	Since independence, India has played a significant role as a leader of the **nonaligned third world countries** in the United Nations.	
E. Pakistan's Foreign Policy-Relations with India, China and the Superpowers	**Geopolitical factors** have greatly influenced the relationship between the countries of South Asia since **independence**.	
F. Foreign Policy Differences Among Nations as Reflections of Cultural Factors		
G. Viet Nam, Its Effects on Global Politics 1. Origins of the war 2. Involvement of the United States and its allies 3. Roles of the Soviet Union and China 4. Aftermath - effects on Southeast Asia and on global politics		

Content Outline:	Major Ideas:	Model Activities:
H. Foreign Policy of Other South and Southeast Asian States 1. Nations with close ties to the West 2. Nations with close ties to the communist bloc 3. Nonaligned nations	Historic experiences and CULTURAL factors in a nation shape and guide its foreign policy principles.	Students could work in pairs assigned to learn more about a single South and Southeast Asian country's current ties. The pair could present information to help the class develop a chart of nations with close ties to the West, the communist bloc and nonaligned nations. Using this chart, students might predict how nations might likely react to hypothetical global events.

UNIT 3 East Asia

UNIT GOALS **By the end of the unit, the student will be able to demonstrate:**

1. Knowledge of the physical, historical, social, and economic elements that have shaped the cultures of the people of East Asia

2. Knowledge of the effects of interrelations within the area and with other parts of the world upon the political, economic, and social development of East Asia

3. Knowledge of the role that the people and societies of East Asia have played in the context of the development of the global society

I. THE PHYSICAL/HISTORICAL SETTING OF CHINA

Objectives:

1. To understand the relationship between topography and drainage systems in China and the development of civilization there

2. To understand that geography poses a challenge to China's economic development

3. To understand the influence of the Chinese philosophers upon government, education, and interpersonal relationships

Content Outline:	Major Ideas:	Model Activities:
A. Influence of Geography Upon Early Development 1. Development of civilizations in the Yellow (Huang), Yangtze (Chang Jiang), and West (Xi) Rivers 2. River valley civilizations form the basic framework for the growth of Chinese population and culture	Humankind's earliest civilizations developed in river valleys.	Provide students with maps of China showing drainage systems, average rainfall, population distribution, and main crops. Discussion concerning the maps should include: reasons for population distribution and conclusions about the relationships of China's geography to the development of the country. * Some students with handicapping conditions may need additional reinforcement activities in map skills to understand the relationship between geography and the development of civilizations. These activities could include the use of an overhead projector and overlap maps to display the relationships between a specific area's resources, population, and climate.

Content Outline:	Major Ideas:	Model Activities:
B. Geographic Factors Helped Shape Chinese Identity 1. Geographic isolation from other civilizations 2. Population density and demographic patterns 3. Ethnocentric conception of history 4. Recurring droughts and floods posed major problems	Geographic factors influence the development of **cultural patterns**. Factors of physical and human geography shaped China's CULTURAL IDENTITY.	Using information from various sources and product maps of the crops of China, students should be asked to develop a chart on the differences between North and South China. The chart can include the categories of climate, growing season, crops, types of homes, and river systems. Students can use the chart to develop hypotheses about the differences in lifestyles.
C. Various Philosophies Influenced the Development of Chinese Civilization 1. Confucianism a. Basic natural order to the universe b. Natural order was reflected in human relationships c. Emperor's pivotal role in the social hierarchy d. Political order based on the right of rebellion and the mandate of heaven e. Optimistic view of human nature f. Centrality of education 2. Taoism reflected an order through a sense of nature and man's part in it 3. Legalism maintained that peace and order were possible through a centralized, tightly governed state 4. Introduction of Buddhism from India	Philosophic thought influences the development and evolution of **civilizations**. Confucian thought came to influence Chinese **social organization**, POLITICAL STRUCTURE, and educational system, and as such was the foundation of Chinese **civilization**. All of East Asia has a long history of CULTURAL interchange and development, resulting from the **spatial diffusion** of ideas and **innovations**.	Using a collection of quotations and stories from the Analects, discuss the meaning of each statement in regard to government, personal relationships, and the cultivation of humanity. Students would be asked whether they agree or disagree with the ideas expressed in the quotations. Have students list the advantages and disadvantages to the individual and to the society in following the five relationships. The reciprocity can be explained by analyzing the meaning of the relationships. In addition, students might be asked to add the relationships they feel as significant in their own lives, and explain why. Have students make a comparison of Taoism, Legalism, and Confucianism by creating a chart of comparisons with the following headings: View of Nature; View of Human Conduct; View of Family; Ideal Person; View of Government; View of Law and Order.

Content Outline:	Major Ideas:	Model Activities:
5. Early Chinese contacts with the West a. Conquest of Central Asia and the establishment of the Silk Route b. Sea routes		Have students analyze maps of the routes to China from the West. Why were these routes chosen? What new contacts were made along them? What ideas might have resulted from interchanges along the routes?
D. Changes in the Chinese Dynastic Order Resulted in Changes in Chinese Civilization 1. Ch'in Dynasty introduced Legalism 2. Han Dynasty blended Legalist structure with Confucian tradition a. Centralized state b. Civil service examination system 3. China's Golden Age during the Tang Dynasty 4. Maturing of Chinese culture in the Sung Dynasty 5. Periods of foreign domination during the Mongol Yuan and the Manchu Ching Dynasties	In order to rule successfully a POLITICAL SYSTEM must respond to CHANGES in the society's needs and wants.	Based on the ideas of the right of rebellion and the Mandate of Heaven have students form generalizations about the rise and fall of governments and about government responsibility to the people. Review the ideas found in the Declaration of Independence. How does the "Mandate" idea differ? What are the similarities? To what extent is government responsible to the people according to each document? How does the comparison indicate similarities and differences about what is important to Americans and to the Chinese? A time line of the dynasties and their achievements could be developed by the students. Students could plot the rise and fall of the dynasties and apply the principles of the Mandate of Heaven, noting when a dynasty was at its height and what caused its decline. The Ch'in Dynasty's achievements should be contrasted with its methods. Students should ask: At what price were these achievements made? Examples such as the burning of books, the construction of the Great Wall, and the regulation of coinage should be used. Discuss how the dynasties could gain power. Discuss the roles of physical proximity, cultural factors, and economic factors.

II. THE DYNAMICS OF CHANGE

Objectives:

1. To understand that the Chinese people experienced almost constant social upheaval, war, and political unrest during the hundred years after 1850

2. To understand how the imposition of Western and Japanese political and social demands impacted upon Chinese consciousness

3. To understand the reasons for the Communist triumph in China

Content Outline:	Major Ideas:	Model Activities:
A. China's Relationships with the West 1. Reasons for Western interest 2. Chinese interest in foreign trade was limited 3. Conduct of foreign relations through tribute system 4. Failure to develop modern armaments	China disagreed with the Western powers on the conduct of **international relations** and on what constituted JUSTICE in these relations. POWER in international relations was related to China's lower level of TECHNOLOGICAL development, particularly in armaments, despite the fact that China had invented gunpowder.	
B. The West Carves Up China in the 19th Century 1. The Opium War, 1839-1842--- Cession of Hong Kong to Britain 2. The unequal treaties and indemnity payments 3. Spheres of influence		
C. Chinese Response to Foreign Imperialism 1. Grafting of Western technical learning onto "Chinese essence"	Western learning came to China through the process of spatial **diffusion**.	Discuss why Western learning would be of interest to the Chinese. How long did it take for it to be adopted, once they were first likely to have come into contact with it? Why is there a time lag?

Content Outline:	Major Ideas:	Model Activities:
2. Reform: adopting Western technical learning		
D. Overthrow of the Emperor, 1911-12		Students may read excerpts from the Three Principles of Sun Yat-sen and explain their meaning.
1. Republic of China constituted		
2. Three principles of Sun Yat-sen; the philosophic basis		
3. Yuan Shih-k'ai as first President destroyed Sun Yat-sen's ideals		
4. Reasons for failure of the revolution	**Regions** can be defined by many factors including cultural, economic, and political characteristics. With political regions, **boundaries** are usually imposed to define them.	Have students investigate maps showing regional boundaries of the time. Discuss how the regions might have been determined.
5. Disintegration of China into regional units under warlords		
E. The Nationalist Period		The Nationalist Government ruled by Chiang Kai-shek may be analyzed in terms of fulfilling or destroying the goals of Sun Yat-sen. To what extent did Chiang Kai-shek live up to the goals of his leader Sun Yat-sen?
1. Leadership of Chiang Kai-shek		
2. Kuomintang or Nationalist Party		
3. Intermittent fight with Communists, 1920-1949		Students can cite reasons for the Communists' success, using primary sources and biographical sketches, such as: - biographical sketches of Mao as a young man and his experiences on the Long March - descriptions of the Long March and Nationalist encirclement . landlord trials . consciousness-raising stories . descriptions of guerrilla warfare
4. Weakness of Kuomintang programs		

Content Outline:	Major Ideas:	Model Activities:
F. Appeal of Marxism 1. Forecasted demise of imperialism 2. Promised end of poverty 3. Deep impression made by Russian Revolution in 1918 4. Promise of industrial development 5. Appeared to be the antithesis of the old order 6. Leadership of Mao Zedong	The Chinese adopted Marxism hoping to accomplish industrialization while sharing the benefits of economic development equally among the proletariat and the peasantry.	Have students assess the importance of each of the following in bringing the Communists to power in 1949: leadership of Mao Zedong (Tse-tung); Marxist ideology; weaknesses of Chiang Kai-shek; Japanese invasions. Distribute copies of "Quotations from Chairman Mao." Have students divide quotations into the categories of political, economic and social ideas. A discussion of Mao's ideas could develop around (a) hopes for China; (b) solutions to China's problems; (c) Maoism as communism for China; and (d) a comparison with the ideas of Confucius (The Little Red Book/The Analects). To help some students with handicapping conditions increase their understanding of the effects of the Revolution upon Chinese culture and society, have them collect examples of art from after the Revolution and compare them with classical Chinese art.
G. Japanese Invasions		Discuss the reasons for the Japanese invasions. Categorize them as economic, political, or social.
H. Ultimate Victory of Communists 1. Long march of Communist forces 2. Civil War escalated after World War II 3. Peasant revolution 4. People's Republic of China, 1949 5. Nationalists to Taiwan		

III. CONTEMPORARY CHINA

Objectives:

1. To understand the social, political, and economic changes under the leadership of Mao Zedong

2. To understand how the Maoist model for social and economic development compares with the system of economic development pursued since Mao's death

Content Outline:	Major Ideas:	Model Activities:
A. Goals of the People's Republic of China in 1949 1. Reestablishment of China's world prominence 2. Economic development 3. Improvement of the quality of life of the majority	China's historical IDENTITY or image of itself has influenced the definition of national goals in the People's Republic of China. From the founding of the People's Republic of China until the death of Mao Zedong in 1976, his vision of the **Chinese Revolution** dominated developments in China.	Students should analyze the changes in the role of women under Mao's rule. Students may read stories illustrating the effects of government policies on Chinese women. Class discussion may focus upon whether Mao kept the Revolution's promise to women.
B. Conditions Posing Problems in Achieving Goals 1. Population increases 2. Agricultural base 3. Uneven economic development in different regions	A large population requires large amounts of **resources** for **subsistence**, so development is difficult. China's large population and the level of education within the country are both important factors affecting its **development**.	Look at population growth over time by location, perhaps regions. Discuss the reasons for the growth rates and for the patterns that emerge. What are the ramifications of this rapid growth in population?

Content Outline:	Major Ideas:	Model Activities:
C. Features of the Rule of Mao Zedong, 1949-1976 1. Economic reform 2. Thought reform movement in education and work 3. The Cultural Revolution		An analysis of thought reform and the attempt to create a "new socialist person" can be analyzed through a simulation of a study session.
D. Internal Policies Pursued since Mao's Death 1. Trial of the Gang of Four 2. Changes in the legal system 3. The four modernizations 4. New educational and cultural policies	Expression of HUMAN RIGHTS in 20th century China is related to the basic philosophy and political system of the party in power. China's **Confucian tradition**, which had been rejected in recent decades as unsuitable to modern China, is now being reevaluated by Chinese intellectuals. It has yet to be reconciled with Chinese Marxism.	Have students discuss the degree to which Confucian values are compatible with Marxist-Leninist-Maoist policies. Despite rejection of the traditional order, what continuities remain?

IV. ECONOMIC DEVELOPMENT OF CHINA

Objectives:

1. To understand the profound economic transformation that has taken place in China as the country has moved from a primarily agricultural economy to an industrialized economy in a relatively short time

2. To understand the degree to which the size of China's population affects its economic development

Content Outline:	Major Ideas:	Model Activities:
A. Resource Potential for China 1. Mineral wealth 2. Agricultural wealth	Modernization of China involves transforming an economy that is primarily agricultural to one that is primarily industrial, with a resulting movement of population to urban areas. China is attempting to utilize TECHNOLOGY to overcome problems of SCARCITY in both food and consumer goods.	Have students identify and locate China's natural resources. Map their known locations. Where are populations located? Discuss costs associated with developing these resources and transporting them to population centers. Include environmental and other costs in addition to monetary costs. Students should develop a chart on China's economic indicators, including: GNP, per capital income, dollar value of exports, and rate of population growth. The chart can be contrasted with a map of China's economic potential to assess whether China is living up to its economic potential.
B. Physical Geography as a Challenge to Economic Development 1. Regional diversity 2. Scarce resources		Using resource location and population distribution maps, discuss the theme of regions. What regions can be defined based on these maps? What are the differences between them? Similarities?
C. Impact of Huge Population Upon the Economy	The availability of natural resources can facilitate economic development, but a large population can have such great demands on available resources so as to leave little for anything else.	

Content Outline:	Major Ideas:	Model Activities:
D. Characteristics of the Economy Before the Revolution		The landlord/gentry system should be analyzed in terms of its economic implications. Stories of the system can be read and analyzed. Discuss the potential of these stories for propaganda purposes.
1. Landlord/peasant system		
2. Power of the landed gentry		
3. Traditional economy		To what extent was the landlord/peasant relationship a fulfillment of the Confucian ideals?
E. Changes Introduced after Communist Takeover (1949)		A comparison with the landlord/peasant relationship can be developed with stories and pictures of life on the commune.
1. The Great Leap Forward		
2. The commune system		
3. The controversy over "Red versus Expert"		
F. Economic Development Under Deng Xiaoping		Discuss where economic development is occurring and where it is not occurring. Why do these differences exist? Might there be fewer spatial differences in the future?
1. Farming: management of small business in hands of individual or family rather than large organizations		A discussion of the "Four Modernization" of Deng Xiaoping can center around comparison with Maoist goals and programs. Include how the "experts" are viewed, changes in the educational system and the outcome of the Dazhai (Tachai) movement.
2. Responsibility for state factories to factory manager rather than to bureaucracy		
3. Individuals may keep profits above what is contracted to state		
4. Stress on consumer goods		
5. Relationships with outside world		

V. CHINA IN THE GLOBAL CONTEXT

Objectives:

1. To understand China's historical impact on its neighbors
2. To understand the changes in China's relationships with the United States and the Soviet Union
3. To understand relationships between the People's Republic of China and the Third World
4. To understand China's role as a world power

Content Outline:	Major Ideas:	Model Activities:
A. Chinese Influence Upon Other Peoples in East Asia 1. Literary Chinese as an international language 2. Buddhism spread from China to Korea and to Japan 3. Confucian tradition of ancient China dominated high culture of region 4. Overseas Chinese communities	Historically China was one of the world's leading civilizations in terms of TECHNOLOGICAL development.	
B. United States-China Relations, 1949 to the Present 1. Negotiations during the Civil War in China 2. The break-off of relations, 1949-1979 3. United States' recognition of the People's Republic of China 4. Current relations and the Taiwan issue	China's POWER in international relations is related to its potential military and economic strength as much as to its current strength.	The overall goal of Chinese foreign relations can be analyzed in terms of aggressiveness or self-defense. A time chart and map accompaniment, which would include Chinese and American actions from 1949 to 1972, could be developed. The events could be located on a map of Asia. Cause-effect relationships could be discussed and analyzed. The dilemma of having two Chinas can be discussed. Students could be asked to draft a proposal negotiating a settlement. Included in this proposal should be a consideration of:

Content Outline:	Major Ideas:	Model Activities:
		- U.S. position as issued in the Nixon/China joint communique of 1972 and in the Reagan administration memos - The position of Deng Xiaoping - The economic and political situation in Taiwan
C. Relations Between People's Republic and Third World After World War II 1. China and "Wars of Liberation" 2. The Korean War 3. The Viet Nam War 4. Chinese role in UN		
D. Sino-Soviet Relations 1. Efforts to improve relations 2. Sources of friction; Soviet activity on China's borders, Soviet troops on China's northern border, rivalries on Viet Nam border, Soviet occupation of Afghanistan		Map the locations of some border encounters (from the list shown under content). Why did these encounters occur? Why are they important? Are such encounters likely to occur again?
E. China's New Status in the Pacific 1. Trade and diplomatic ties with Japan 2. The agreement with Great Britain over Crown Colony of Hong Kong	The People's Republic of China is attempting to establish itself in world affairs.	

VI. THE PHYSICAL/HISTORICAL SETTING OF JAPAN

Objectives:

1. To understand the impact of Japan's insular geography upon its history, cultural identity, and pattern of selective borrowing from other cultures
2. To understand that aspects of Japan's physical geography have influenced Japanese aesthetic values
3. To understand the historic events that shaped Japanese political, economic, social, and cultural development

Content Outline:	Major Ideas:	Model Activities:
A. Location and Size 1. Four main islands a. Honshu, Kyushu, Shikoku, where Japanese civilization developed b. Hokkaido, settled in 19th century by Japanese 2. Thousands of smaller adjacent islands 3. On eastern edge of greater East Asia cultural community 4. Korea and East China Sea served as a bridge to China 5. Distances from the continent was sufficient to provide political and cultural independence	Japan's insular physical geography has allowed it to observe and borrow selectively from other CULTURES without being overwhelmed by them.	Using sets of maps of Japan, students may draw conclusions about Japanese development and the country's potential as a great power.
B. Topography, Climate, and Resources 1. Mountainous islands, small percentage of land suitable for farming 2. Many rivers, favorable climate factors needed for traditional agrarian economy	The secure boundaries and remoteness of their island setting permitted the Japanese to develop a sense of IDENTITY at a very early period.	Using maps of population distributions and resource locations, students should discuss the implications of the patterns that are seen. How does Japan differ from South Asia and from China in resource availability and population size?

Content Outline:	Major Ideas:	Model Activities:
3. Fragmented, narrow valleys 4. Lacks resources needed for modern industry 5. Geologic instability and meteorologic events; earthquakes, volcanoes, typhoons, tidal waves	Japan's sensitivity to and pride in its ENVIRONMENT have been reflected in its CULTURE.	Using excerpts on the origins of Japan and the formation of the imperial myth, students should decide to what extent the myth was an advantage to the development of Japan. Discuss how Japan's susceptibility to natural hazards affects the country.
C. Early History 1. Sources of information vary; archaeology, Chinese sources, Japanese traditions recorded in 8th century A.D. 2. Migrations from Northeast Asia, China, and other Pacific Islands 3. Wet rice cultivation, bronze, iron introduced from continent between 300 B.C. to 300 A.D. 4. Tomb period (300 A.D.-c.650) marked by society organized around clan governments or chieftains 5. Yamato clan leaders first historical emperors of Japan 6. Power of imperial family not often significant a. Often a religious role b. Significance of those who ruled in the name of the emperor	**Migrations** lead to **cultural diffusion** because the people moving from one place to another carry their ideas and ways of life with them. Although Chinese history is divided by dynasties, in Japan it is divided by the family who actually held the power at a given time and who used the emperor to **legitimize** its **authority**.	Choose a group that migrated to Japan. Trace the path over which the emigration took place, analyze the results of the migration in Japan. What changed as a result of it?

Content Outline:	Major Ideas:	Model Activities:
D. Religion 1. Buddhism introduced in 552 A.D. by Koreans 2. Shinto, "the Way of the Gods," the native religion a. A collection of nature, clan, hero cults b. Nature worship, concerned with life, fertility, community ties c. Blended with Buddhism through most of history		Have students formulate generalizations concerning the relationship of Zen Buddhism to the rules/ceremony governing each of the following activities: - the Japanese martial arts - flower arranging - the tea ceremony - the art of archery To explore the impact of Shinto on the Japanese mind and culture, have students examine the ideas of Kami and Shibui (beauty) as expressed in pictures. To what extent is Shinto related to Japan's physical geography?
E. Chinese Influence 1. First contacts via Korea 2. Students sent to China to study Buddhism, arts, government, philosophy 3. Greatest flowering of Chinese culture in Japan during Nara period (710-794) 4. Japanese developed own scripts from Chinese characters 5. Japan reduces contact with China in the Heian classical period (794-1185)	<u>Cultural diffusion</u> involves adopting ideas and practices form other areas and other people. These ideas and practices are usually altered to fit into the CULTURE. While the Japanese learned much from abroad, they have CHANGED what they imported to suit their own needs and tastes.	Have students analyze the cultural influence of the Chinese on Japan and the extent to which the Japanese have adapted these cultural borrowings. Students should note: - Similarities and differences between Nara and the Chinese capital, Chang-an - Items in Prince Shotuku's Fourteen Article Constitution that are Confucian - Points of similarity and difference in Japanese and Chinese court life, manners, ritual, role of women, concepts of beauty, power, and hierarchy. Using one or more of the ideas or practices borrowed from Chinese culture, analyze why they were chosen. How did they fit into Japanese culture? What advantage did they offer? How were they adapted to fit in better?

Content Outline:	Major Ideas:	Model Activities:
F. The Feudal Period (1185-1600) 1. Samurai (warrior class) governments replaced court nobles as real rulers of Japan 2. Shogun (military ruler), appointed by the emperor, wielded power 3. Bushido, the way of the warrior a. Samurai code b. Blend of military discipline, Confucian ethics, Zen Buddhist influences, ideal warrior behavior 4. Samurai bands saved Japan from Mongol invasions in 13th century 5. Cultural developments 6. Political power shifted to local authorities 7. Strong bureaucratic military government established in 1600 during the Tokugawa period 8. Emergence of the preconditions for modernization	During Japan's feudal period POWER rested in the hands of a military ruler, rather than in those of the emperor. **Feudalism** was a political/economic system based upon land rights and individualized bonds of loyalty.	Students should explore the Japanese fuedal system, including the lord/vassal relationship, attitudes toward women, and the role of scholarship. Ask students to identify ways in which these relationships showed the Chinese influenced, e.g., the emphasis upon morality. Students should analyze the warrior code Bushido, including the expected behavior for samurai, how women were expected to conform, and the samurai values. The relationship between Zen Buddhism and the samurai may also be explored.

VII. THE DYNAMICS OF CHANGE IN JAPAN

Objectives:

1. To understand the impact of Commodore Perry's expedition to Japan upon Japanese political, economic and social development
2. To analyze Japan's goals during the Meiji Restoration
3. To understand the causes and the results of Japanese expansionist policies in Asia
4. To understand the post-World War II occupation reforms with respect to the economic, political and social impact upon Japan
5. To understand the importance of integration of selective cultural borrowing within the economic, social and political development of Japan

Content Outine:	Major Ideas:	Model Activities:
A. Expedition of Commodore Matthew Perry, 1853 1. American reasons for action 2. Japanese response		Have students develop an "advice scenario" concerning the Japanese response to Commodore Perry's request. They should write memos to the shogun, supporting their advice with short- and long-range consequences of the proposed action.
B. Meiji Restoration (1868-1912) 1. Overthrow of the shogun 2. Changes by 1912 a. Highly centralized bureaucratic government b. Constitution establishing elected parliament c. Well developed transport and communication system d. Highly educated population, free of feudal class restrictions e. Rapidly growing industrial sector based on latest technology f. Powerful army and navy 3. Threat to national survival perceived in arrival of Western powers	At the time of the Meiji restoration Japan was already **modernized**, in terms of a high literacy rate, a high degree of urbanization, a large pool of skilled labor, and channels for modern mass training of citizens.	Class discussion of the Meiji restoration can be based on a chart showing political, economic, social, educational, and foreign policy changes. Have students discuss the difference between modernization and Westernization. Can the industrialization of Japan be used as a model for underdeveloped nations today? * Some students with handicapping conditions may improve their understanding of the events leading to the Pearl Harbor attack through participation in guided role play. In one such activity, half of the class is selected to act as an advisory body to the Japanese government prior to World War II. The problem: the scarcity of raw materials needed to supply Japan's industry; nearby resources of raw materials are available in China and Southeast Asia.

Content Outline:	Major Ideas:	Model Activities:
		As the advisory body presents solutions, the other half of the class should supply U.S. reactions. What alternative reactions might the U.S. have presented? Could World War II have been prevented, delayed or could the final outcome have been different?
C. Efforts to Establish Japan as an Industrial Power 1. Quest for raw materials 2. Formosa, Korea as territorial claims 3. World War I and 21 Demands 4. "Greater East Asia Co-Prosperity Sphere"	A nation with a limited **natural resource** base must interact with other nations to secure its **resource** needs. In the late 19th and early 20th centuries, SCARCITY of raw materials was a determining factor in Japan's international relations as well as in its strategy of **economic development**.	With which specific countries did Japan develop relations? What resources did these countries have? Why were Formosa and Korea chosen as territorial claims?
D. Japanese Expansion Prior to World War II 1. Attack on Manchuria - 1931 2. League of Nations commission censures Japan - 1932 3. U.S. reaction - embargo on trade in scrap iron and steel 4. Signing of Rome-Berlin-Tokyo Axis 5. U.S. freezes Japanese assets and cuts off oil supplies 6. Japanese peace proposal and U.S. reaction - November 1941	Japanese aggressions against weaker neighbors were modeled after **imperialist** actions of Western POWERS in the late 19th and early 20th centuries.	Why was there aggression against particular countries? What specifically did Japan want to accomplish? Using hindsight, was it worth it?

Content Outline:	Major Ideas:	Model Activities:
7. Pearl Harbor attack-December 7, 1941		Have students chart the chronology leading to the Pearl Harbor attack on an "action-reaction" listing. Include both American and Japanese reactions to each of these steps.
E. Extent of Japanese Expansion during World War II		
F. Bombing of Hiroshima and Nagasaki		Truman's decision to use the atomic bomb can be analyzed by the use of a decision tree model with these headings: - alternatives - consequences (positive; negative; short/long range) - values involved in each of the alternatives
1. Rationale for United States use of the atomic bomb		
2. Reactions throughout world - 1945 to present		
G. United States Occupation of Japan, 1945-52	United States occupation led to the **diffusion** of some American ideas and practices into the Japanese CULTURE.	Students should compare the Meiji constitution of 1868 with the constitution of 1946, including establishment, role of emperor, structure of government, and the rights and responsibilities of the people.
1. Role of the United States military		
2. United States influence on constitutional development		
3. Terms of the postwar constitution	Reforms which produced lasting CHANGE in Japan were those for which there were bases of support in Japanese society.	Discuss what impacts (cultural, economic, political) United States occupation had? What aspects of Japanese life are more "American" than they were before?
4. Social and economic reforms		

VIII. CONTEMPORARY JAPAN: NATION AND CULTURE

Objectives:

1. To understand modern Japan's technological, political, economic, and social developments and how they compare with those of the United States
2. To understand the basic characteristics of Japanese society and their impacts upon the individual
3. To understand Japan as a technologically-advanced society, democratically governed, and primarily urban

Content Outline:	Major Ideas:	Model Activities:
A. Population Characteristics of Japan Today 1. Size, distribution 2. Homogeneity	A study of Japan today reinforces the point that **Westernization** and **modernization** are not synonymous. A comparison of the United States and Japan proves that countries may have similar TECHNOLOGICAL and economic development, but CULTURAL DIVERSITY is evident in many aspects of life.	Using a map of population distribution in Japan and world population statistics, students may define Japan's population today. Compare this profile with that of the United States.
B. Democratic System of Government 1. Parliamentary system; the Diet, role of the emperor, political parties 2. Radical party challenges		
C. Educational System - Characteristics and Goals		The American media frequently report about comparisons between Japanese and American educational systems. Have students conduct a debate in which an analysis of the following topics occurs: structure, curriculum, role of exams, length of school day and year, respect for teachers, and parental attitudes.

Content Outline:	Major Ideas:	Model Activities:
D. Societal Conditions and Social Relations 1. Urban issues and problems 2. Evolving role of women 3. Treatment of minorities 4. Social and work relations	Japan and the United States are INTER-DEPENDENT as they seek solutions to common social and ENVIRONMENTAL problems.	What are some urban issues in Japan? Have students compare them to issues in the United States. What are possible solutions for both? Discuss some of the environmental problems facing Japan. Some result from Japan's physical setting while others result from human activities. Still others result from combinations of the two. Make three lists of problems under the three headings. Which can be solved and how? Students may analyze and compare Japanese and American behavior, including the concepts of harmony, hierarchy, consensus, and "giri/gimu"-sense of duty and obligation.
E. Impact of Japan's Aesthetic Ideas, Accomplishments		Some students may have written haiku in other subjects. Students should list other examples of cultural exchange, including food and sports as well as the more aesthetic arts. Discuss why and how cultural exchanges occur? Use Japan as a case study. How do the number and frequency of these exchanges relate to distance--absolute as well as relative? Which type of distance seems to be more important?

IX. ECONOMIC DEVELOPMENT OF JAPAN

Objectives:

1. To understand the reasons for Japan's economic success, particularly in light of the rebuilding needed after World War II
2. To understand Japan's economic success compared with that of other countries
3. To understand the importance of trade to Japanese prosperity and growth
4. To understand the trading relationship between the United States and Japan

Content Outline:	Major Ideas:	Model Activities:
A. Economic Recovery After World War II 1. Extent of destruction of manufacturing capacity by bombing 2. Initial goals of occupation government 3. United States aid in rebuilding 4. Effect of Korean War 5. After United States occupation, rapid industrial expansion occurred	Some factors of the physical ENVIRONMENT aided Japan's recovery, but TECHNOLOGY was needed to overcome problems posed by the **physical environment**, particularly a lack of natural resources. Increasingly Japan has turned to advanced TECHNOLOGY to improve its economic position in the world market.	
B. Characteristics of Japanese Economy 1. Tremendous growth since 1950s 2. Heavy emphasis upon electronics and other technology-related products 3. Heavy industry: steel, machinery, shipbuilding still important 4. Reassertion of Japanese style of economic organization	It is not necessary to have a large resource base for **economic development**. Different combinations of other factors can take the place of some resource deficiencies.	Give students readings concerning Japanese managerial policies, labor-management relations, and use of resources to analyze in terms of advantages and disadvantages to the employee and the employer. Include Japanese quality circles, Theory Z, and the art of Japanese management. Have students assess the importance of each of the following to the success of the Japanese economy today: - United States aid - labor-management relations - use of resources

Content Outline:	Major Ideas:	Model Activities:
		- government control - business combination - management policy Use statistical data from the United Nations and other sources to develop graphs to compare Japanese growth with the development of other countries. Include: - standard of living - Gross National Product - employment in agriculture, industry, and services - food demand and supply - degree of dependence upon imports World trading conditions depend upon strong ties (economic, political, and others). Have students list conditions that lead to favorable trade situations and conditions that negate that. Students should role play as Japanese trade negotiators. What should Japan do to ensure a continued supply of needed materials while still maintaining its economic independence?
C. Continuing Needs and Problems Facing Japanese Economy 1. Need for industrial raw materials 2. Entirely dependent on imported petroleum 3. Food supply	Japan's SCARCITY of raw materials and oil has affected its pattern of economic development. The prospects for a healthy economy in Japan depend on **world trading conditions** and on Japan's capacity to maintain and expand its exports.	

Content Outline:	Major Ideas:	Model Activities:
D. United States - Japanese Economic Interactions 1. Imbalance in mutual trade relationships 2. Japan's need to build surplus in its export account to pay for raw materials, oil imports specifically 3. American need to increase exports to Japan 4. Interest of the United States and Japan in maintaining world economic order	The problems of trade imbalances experienced by the United States in its trade with Japan and by Japan in its quest for raw materials illustrate the INTERDEPENDENCE of nations in the global economy.	Have students interested in the consumer viewpoint concerning Japan-United States trade relationships visit electronics stores and automobile agencies and interview salespersons about the desirability of American versus Japanese products. Use publications from Consumer Reports to learn what product tests have shown.

X. JAPAN IN THE GLOBAL CONTEXT

Objectives:

1. To understand the reasons for outlawing wars in the Japanese Constitution and the impact of that action
2. To understand Japan's dependence upon its security treaty with the United States for defense against nuclear attack
3. To understand the impact of Japan's economic power upon its global relationships
4. To analyze Japan's relationship with other Asian countries

Content Outline:	Major Ideas:	Model Activities:
A. The Impact of the Atomic Bombs of 1945 1. Circumstances for use of atomic power in weaponry 2. Japan - the only country to have experienced effects of nuclear war and its continuing impact	Many Americans today have EMPATHY for the Japanese in their concerns about nuclear warfare, regardless of whether they feel the action of 1945 was justified.	Films and documentaries made at the time of the 40th anniversary of the bombing of Hiroshima may be available to help students understand the Japanese attitude toward nuclear war.
B. Present Military Status of Japan 1. Provision of Article 9 of Japanese Constitution of 1947 2. Maintains self-defense forces for defense of Japanese islands		
C. Treaty of Mutual Cooperation and Security Between United States and Japan 1. Protected by United States "nuclear umbrella" 2. Pressures upon Japan to increase its defense effort		Using formal debate procedures, students may debate the proposition, "Japan should increase its military spending."

Content Outline:	Major Ideas:	Model Activities:
D. Japan's Role in World Organizations 1. Reasons for termination of membership in League of Nations - 1932 2. Soviet objection to Japan's membership in U.N. in 1952	Japan's role in the United Nations has been affected by the Soviet bloc's distrust of Japanese-United States **defense** arrangements.	Dramatize the meeting of the U.N. Security Council in 1952 in which the U.S.S.R. vetoed membership for Japan. In the discussion, air Russian grievances such as: - ties with the United States - quarrels over fishing rights - disputes concerning Russian-held Japanese POWs.
E. Japanese Relationships with Other Asian Nations 1. Impact of Japan's role as the enemy in World War II 2. Present economic relationships a. Japan as important economic actor in China and Southeast Asia b. Increasing competition from other Asian nations		
F. Japan's Role in Global Economic Picture 1. Influence of economic strength, pattern of international trade 2. Participation in periodic summits of heads of state of most powerful industrial democracies.	While Japan may be **dependent** on other countries for **resources**, economic strength gives it POWER in **international relations**.	Have students research a recent summit meeting of heads of state concerning economic affairs. Have students identify the participants and the topics discussed.

UNIT 4 Latin America

UNIT GOALS **By the end of this unit, students will be able to demonstrate:**

1. knowledge of the physical, historical, political, and social elements that have shaped the cultures of the peoples of Latin America

2. knowledge of the effect of interrelations within the area and with other parts of the world upon the political, economic, and social development of Latin America

3. knowledge of the role the people and societies of Latin America have played in the context of the development of the global society

I. THE PHYSICAL/HISTORICAL SETTING

Objectives:

1. To perceive the significance of the topography of Latin America in relation to its cultural development over its history

2. To appreciate the diversity of the physical environment, including the tremendous range of climates, in the area referred to as Latin America

3. To appreciate the quality of technological and cultural development of the major pre-Columbian societies in Latin America and their contributions to subsequent populations

4. To identify the reasons for ethnic diversity and population distribution in Latin America

5. To explain the importance of Latin America in the global system

6. To recognize and analyze the many stereotypes applied to Latin America and its people

Content Outline:	Major Ideas:	Model Activities:
A. Identity of Latin America 1. Includes Mexico and Central America, Caribbean Islands, and South America 2. Common characteristics a. Predominant Iberian influence b. Dominance of Romance languages c. Religion predominantly Roman Catholic d. Similar colonization experience	There is an enormous DIVERSITY within the area of Latin America and this includes culture, physical, and climatic characteristics. Current **cultural characteristics**, a result of **interactions** among many elements, continue to CHANGE.	Have students develop a picture study of Latin America by consulting newspapers and magazines and use them to develop some valid generalizations about Latin America. Student should identify stereotypical views of Latin America which are often found in U.S. newspapers and magazines.

Content Outline:	Major Ideas:	Model Activities:
e. Most nations are members of Organization of American States		
3. Location and size a. Significance of size and location in global terms b. Significance of proximity to United States c. Control of Atlantic/Pacific movements	A region's size and **location** influence its role in **world affairs**. Because of its **latitudinal extension**, Latin America can be expected to exhibit a wide **variety of landscapes**.	Have students take a plain piece of paper and fold it in half lengthwise and again horizontally. The horizontal line will represent the equator while the longitudinal line will represent 80° W. Using a pencil, students should then draw an outline map of North America, Central America, and South America as they think they are located in relation to one another. Have students find Miami, Florida and New York City on these maps. Place the hand-drawn maps over a map reproduced from an atlas and have students make some generalizations about the position of Latin America in relationship to the United States.
B. Physical Features and Conditions 1. Landforms and their significance for human activities 2. Rivers/drainage systems 3. Soils and vegetation: significance for human activity 4. Resources - variety and abundance 5. Variety of climate	Combined with topographic features, the climates of Latin America have created a DIVERSITY of ENVIRONMENTS that have profoundly influenced human life in the region. Variations in topography create different **environmental conditions**, modifying temperatures and precipitation; lowlands in the tropics are usually too hot and humid for **dense** human **settlements**, unlike mountainous areas.	The teacher should develop a blank outline map, a blank political map, and a blank physical map of Latin America. Make one transparency of each and enough copies for students to label the countries and physical features of Latin America. Using the transparencies, students can make some generalizations about the impact of geographical features on climate, habitat, population density, and economic activity. Map population density, and overlay that map with the maps produced above. Discuss reasons for the distributions seen. Map major transportation routes. Discuss why they are where they are. Using a graph, students may make some comparisons and develop inferences concerning the importance of temperature and rainfall in Latin America.

Content Outline:	Major Ideas:	Model Activities:
C. Demographic Characteristics Today 1. Ethnic composition today a. Mexico and Central America b. Caribbean Region c. South America 2. Continuing immigration into Latin America 3. Importance of intermarriage among European/African/Native American groups 4. Population relationships a. Size and growth rate in comparision to other parts of the world b. Variety in density of settlement c. Urbanization: causes, effects	The **racial and ethnic composition** of many Latin American countries has resulted in more blending and blurring of racial lines than in North America. **Urbanization** is occurring almost everywhere in Latin America. The development and growth of urban areas has altered patterns of economic activity. Response to different **environmental conditions** varies with the level of TECHNOLOGY of the population.	
D. Early History of Latin America 1. Evidence of pre-Columbian peoples in Mexico and Central America, Caribbean, South America 2. Mayan civilization-location, characteristics and accomplishments 3. The Aztec empire - location, characteristics, and accomplishments 4. The Inca "inland empire"-location, characteristics, and accomplishments	Although the rich pre-Columbia heritage has survived to this day in Latin America, it did not become an essential component of the POLITICAL SYSTEMS of the area. A rigid **social structure** was characteristics of the Aztec **culture**. Among the Incas, a highly regimented state had essentially eliminated the problem of SCARCITY of such essentials as food and housing.	Students may develop a map depicting ancient Mayan, Aztec, and Inca civilizations, noting relative time periods of each. Have students demonstrate a basic understanding of Native American civilizations by developing a presentation of various aspects of ancient Mayan, Aztec, or Inca civilizations. Include art, architecture, everyday life, religion, governance, and contributions to the world.

II. THE DYNAMICS OF CHANGE

Objectives:

1. To understand the Iberian influence in Latin America
2. To appreciate the impact of the "discovery" of the New World upon the image of the earth in European thought
3. To understand how the events and developments of the colonial period created pre-conditions for independence
4. To perceive the interrelationship between the Brazilian colonial period and her evolution toward independence
5. To identify some of the changes brought by the new political independence from Europe

Content Outline:	Major Ideas:	Model Activities:
A. The Explorers, 1492-1542: Motivation, Extent, Significance of Explorations 1. The Caribbean, Mexico, and Central America - Columbus, Cortez, Balboa, and Coronado 2. South America - Cabral, Vespucci, Magellan, S. Cabot, and Pizarro 3. Eurocentric idea of the term "discovery of America"	The voyages and claims of the explorers led to an increasing INTERDEPENDENCE between Europe and Latin America.	Have students develop a two-level time line which would illustrate various periods of events in the history of Latin America and other parts of the world, particularly Europe and the United States.
B. Establishment of Sovereignty 1. Royal expectations in terms of land and wealth 2. Treaty of Tordesillas (1494) and entry of Portugal into South America		
C. Colonial Organization 1. Characteristics of Spanish society in the 15th and 16th centuries a. Political and linguistic unity b. Influence of Roman Catholic Church	SCARCITY of Indian labor led to the importation of slaves from Africa.	Students may compare the ways Spain and England practiced mercantilism, and note why anti-colonialism and nationalism were almost inevitable results. Have students create a model of a typical hacienda and compare it to the plantation system in the United States.

Content Outline:	Major Ideas:	Model Activities:
2. Characteristics of colonial society a. Hierarchical organization b. Result of intermarriage among different population groups c. Dominant whites and attitude toward manual labor	The colonial economy stemmed from a **mercantilist system** abetted by a **monopolistic** relationship between the colonial power and the colony.	
3. Colonial economy a. Vast areas held by small, privileged class b. Use of African slaves		
D. Role of the Colonial Governments		
E. Role of the Roman Catholic Church 1. Strength of Spanish church reinforced by Counter Reformation 2. Concerned with plight of Indians, but justified their enslavement 3. Role of education: schools and printing presses 4. Church as landholder 5. Role of the Jesuits; effects of their expulsion (1767)	The Roman Catholic Church opposed some glaring abuses of Indian HUMAN RIGHTS, but by and large it operated as an instrument of the colonial power.	
F. Differences in Portuguese America 1. Portuguese penetration beyond boundary of Treaty of Tordesillas 2. Less domination by mother country		Using contemporary accounts, students should compare race relations in Brazil with those in another Latin American country or in the United States.

Content Outline:	Major ideas:	Model Activities:
3. Population increase largely resulted from intermarriage between the races 4. Class lines more economic than racial 5. Agriculture, the chief productive activity for Brazilians 6. The Roman Catholic Church, while relatively less important than in Spanish America, was an important cohesive force in Brazilian life		Using resource materials and guided discussion, students should compare the different courses taken by Spain and Portugal in governing their colonies. Why were the Portuguese slower than the Spanish in settling interior areas? How did their economies differ? How did the work force differ?
G. Other European Countries in Colonial Latin America 1. Penetration of West Indian islands and northern Brazil by Dutch, English, French 2. Effects of large-scale sugar production	Resources and their exploitation and use play an important role in economic development. The SCARCITY of sugar in world production helped transform the landscape and society of the West Indies.	Research and develop a map of trade routes and products traded during the colonial period. Some generalizations should evolve concerning subsistence farming versus commercial farming. A guided discussion could also ascertain the reasons why sugar and other crops affected the economic and political structure of Latin America. * Some students with handicapping conditions may need an alternative means of demonstrating an understanding of subsistence and commercial farming. An alternative could be to have students gather and display the products of a subsistence farm and a plantation. Display the items traded to and from the plantation. Compare with the trade (or lack thereof) on the subsistence farm. Discuss how this trade facilitated large-scale production and expansion.

Content Outline:	Major Ideas:	Model Activities:
		Have students make a map of Latin America highlighting areas settled by other European countries. Students should be able to make some generalizations concerning the economic factors which attracted Europeans to the Caribbean and the types of societies that developed.
H. Establishment of Political Independence 1. Causes a. Distance of colonies from seat of power b. Effects of American and French Revolutions; dislocations of Napoleonic era c. Precursors: earlier unsuccessful uprisings in 18th century d. Alliances fostered by liberators	The spread of revolutionary ideas from one area to another is an example of INTERDEPENDENCE.	Students may develop a chart or map showing the major liberators, the areas they helped to liberate, and the dates of independence. Some general understanding of the significance of the time span during which these revolutions occurred should be developed.
2. Case studies in independence (other examples may be used) a. Haiti: events, leadership b. Mexico: events, leadership c. Activities of Simón Bolivar d. Independence in Chile and Peru e. Brazil: colony to empire to independence f. Slow progress toward independence in Caribbean	Unlike England in the case of American independence, Spain was slow to **recognize** the new countries. In the Caribbean, **independence** has been attained more recently, if at all.	Brief biographical sketches of Toussaint L'Ouverture, Bernardo O'Higgins, Simón Bolivar, Miguel Hidalgo, José de San Martín, and others will help students understand Latin American patriots.

III. CONTEMPORARY LATIN AMERICAN NATIONS AND CULTURES

Objectives:

1. To identify some of the changes brought by political independence from Europe
2. To perceive the reasons that Latin America remains resistant to change despite frequent, even violent, political upheaval
3. To document the complex role played in today's Latin America by institutions that can act either as obstacles to or as agents of change
4. To understand the effects of rapid population growth
5. To assess the role of nationalistic feelings in the success or failure of plans to unify different political units in Latin America
6. To appreciate the importance of family ties and related social linkages in Latin America today
7. To appreciate that societies differ in the attitudes and values concerning use of time, work, and other matters
8. To identify the drastic differences between highly urban centers and rural hinterlands in many Latin American countries

TEACHER NOTE: Students might use a case study approach that examines each of the points below in terms of its relevancy to the area under discussion. Since New York State schools have a large representation of students from Central America and from the Caribbean, students may select a country from one of these areas and then contrast it with a country from Atlantic America (the Guyanas to Argentina) or from Andean America.

Content Outline:	Major Ideas:	Model Activities:
A. Initial Attempts at Unification of the Newly Independent States 1. Bolivar's "Gran Colombia" 2. The Central American Confederation 3. Since mid-nineteenth century, no new attempts at unification 4. Frequent border disputes throughout Latin American history	The DIVERSITY of nationalistic feelings in Latin American countries led to the political fragmentation of the region. This altered the political geography and political relationships of the area.	Each student might choose a country of Latin America to report on and develop a "Thumbnail Tourist Guide" which would include a brief history and summary of its government and economy and some representative pictures of the country. Air routes and land transportation should also be indicated. After some reading and discussion, students should be able to understand the concept of POWER as it is applied to Latin America today. Have students cite examples of social, economic, and political power in Latin America and also be familiar with some of the terms used, e.g., caudillo, padrone.

Content Outline:	Major Ideas:	Model Activities:
		Much original source material in the form of diaries, letters, and treaties has been translated into English and can provide students with differing interpretations of important events in Latin America. Material on Mexican and U.S. views of the Mexican Revolution and the Mexican-American War is readily available.
B. Obstacles to Change that Persist in the Independent Nations 1. Privileges of the aristocracy and the landed elite 2. The military a. Formative role in independence of many countries b. Provided "law and order," stabilizing influence c. Common goal with elite in maintaining status quo 3. The Roman Catholic Church a. Wide gap between popular and formal religion b. Relatively little concern for social problems until recently 4. Regional disparities-differences between urban areas and rural hinterlands	Most of the POWER in newly independent Latin America was concentrated in the hands of a **landed elite**. The military has played and continues to play an important role in the POLITICAL SYSTEM of most Latin American countries. Although weakened by **national independence movements**, the Roman Catholic Church continued to play an important role in Latin American countries. In recent years, some of the clergy have taken an active role in causes concerning HUMAN RIGHTS. The uneven distribution of economic development has led to increasing differences between **social classes**.	Students might research the independence movements of the four major regions of Latin America (South America, Central America, Mexico, and the Caribbean) and then prepare a report on the causes for independence and the leaders who are important to each country. To reinforce the concepts of CHANGE and POWER, students might develop a chart showing the OBSTACLES TO CHANGE and THE ENGINES OF CHANGE. On the side they should print military, landed elites, the church, industrialists, organized workers, students, and peasants. Students should try to determine the extent to which these groups hinder or initiate change and the extent to which their power has grown or diminished in recent years. Students should develop cause and effect relationships as they determine why many of the republics were established after independence failed. They should identify what internal and external factors may have contributed to the creation of strong-man rule.

Content Outline:	Major Ideas:	Model Activities:
		Students might arrange an interview with knowledgeable Latin Americans to speak on such topics as the role of the family, the role women, the role of the Roman Catholic Church, attitudes toward work and time, the importance of the individual, or the problem of human rights in authoritarian countries. Make a chart of selected nations showing primary economic activity, average income, and percent of population engaged in agriculture. Discuss the differences that these patterns suggest.
C. Political Evolution Since Independence 1. Difficulties in attempting to institute a republican form of government 2. Consolidation of hold on executive and legislative branches by landed elite 3. Emergence of "law and order" caudillo: Porfirio Diaz as case study 4. Juan D. Peron in Argentina - a "populist caudillo" favoring middle and labor sectors 5. Evolution of the special relationship between Puerto Rico and the United States a. Colonial status b. Commonwealth status: self-governing association c. Movements for complete independence; statehood	Because of a number of factors, there has not been a well developed sense of CITIZENSHIP and political participation among some Latin Americans. Some countries succeeded in establishing a **democratic** tradition while others have been ruled by dictators; few have escaped **coups d'etat** in the last fifty years. Latin American **revolutions** have produced uneven results in terms of drastic CHANGES in the **socio-economic** and POLITICAL SYSTEMS.	

Content Outline:	Major Ideas:	Model Activities:
6. Twentieth century revolutions a. Mexico: 1910 to 1930 b. Cuba: from Batista (the caudillo) to Castro and the "Marxist-Leninist" revolution c. Nicaragua: "the Sandinista experiment"		
D. Evidence of Change: Institutions 1. The changing military 2. The changing Roman Catholic Church 3. Protestant fundamentalist challenge 4. The new oligarchy: industrialists 5. Changing role of labor unions: the Peronistas 6. Education and student movements	In Latin America, as elsewhere, the direction of CHANGE is sometimes unclear. Latin America has experienced a profound demographic CHANGE.	
E. Demographic Changes 1. Persistent tradition that values high birth rates 2. Effects of improvements in public health in population growth 3. Large internal migrations to cities - effects and problems 4. Argentina and Brazil as homes to immigrants from England, Italy, France, Germany, and the Middle East	Squatter settlements, known variously as colonies proletarias, barridas, barrios, villas miseria, etc., are composed of marginal populations which do not have access to productive work and many goods and services.	Ask students to list reasons why cities attract large numbers of people. Small groups of students could be assigned specific cities and asked to chart population growth over time. Students discuss, with regard to their particular city, what problems are associated with the rate of growth they documented.

Content Outline:	Major Ideas:	Model Activities:
F. Social Factors 1. Importance of family ties and connections 2. Changing roles of men and women a. Tradition of male dominance b. Increased participation of women in labor force c. Weakening of double standard, but continued differences in roles	The family reprsents **stability** and **security** in social environments that are politically unstable and economically uncertain. Personal ties in Latin America can be more important than the more elaborate economic political, and social **organizations**. Most countries have accepted women's **suffrage**, but there remain obstacles to **full equality**. North American attitudes regarding work and use of time are by no means **universal**, even in the Western hemisphere.	Students may develop a picture gallery or a WHO'S WHO IN LATIN AMERICA, using newspapers and magazines, or by writing to the embassies of various countries.
G. Urban versus Rural Disparities 1. Many Latin American countries remain predominantly urban 2. Rapid rate of urban growth exceeds the capacity of urban infrastructures and available housing 3. Squatter settlements: causes, potential for upgrading 4. Neglect of rural areas and poor farmers	Some consequences of extremely rapid **urban growth** are clearly visible in the larger metropolitan areas: shortages, congestion, pollution, overcrowding. Occupation of idle land by the poor highlights the **conflict** between **private property** and **social justice**.	

Content Outline:	Major Ideas:	Model Activities:
	The situation of the Native American Indians, especially in those areas where there is a wide disparity in TECHNOLOGY, may present an example of the violation of HUMAN RIGHTS.	

IV. ECONOMIC DEVELOPMENT IN LATIN AMERICA

Objectives:

1. To assess both the potential and the limitations of the Latin American economy base
2. To understand the uneven distribution of most resources throughout Latin America
3. To understand the uneven pattern of development in Latin America and within individual Latin American countries
4. To recognize the differences between aggregate measures of economic growth and improvements in the quality of life for the majority of the population
5. To become familiar with the pattern of international migration in Latin America, to recognize the causes of these movements, and to identify the effects upon areas of origin and destination, particularly in terms of labor supply

Content Outline:	Major Ideas:	Model Activities:
A. Capital and Manufacturing 1. Colonial period: role as exporter of raw materials and importer of manufactured goods 2. Post-independence: new trading partners -- England and Franch, and later, the United States - but similar trading role 3. Increased foreign capitalization with industrialization - profit to foreign investors 4. World War II - decline in European investment and dominance of American capital	Latin America has had a pattern of **economic dependence**, first upon the colonial power, then upon other European countries, then upon the United States.	Have students research individual countries or a particular region to develop criteria and graphs on various aspects of Latin America's economic systems. Some possible activities could include: - A comparison of import/export values or products by region - Pie graphs showing Latin American percentages of selected products or industries as compared to other areas - Bar or line graphs showing each country's major exports/imports or other products - A chart of all countries showing GNP, per capita income, foreign aid, export/import values, and foreign debt - Other topics might include: foreign aid, population growth, foreign investment, social expenditures, mineral resources, domestic debt, energy resources, domestic industry, military expenditures, and tourism

Content Outline:	Major Ideas:	Model Activities:
		(Some important sources of information about Latin America in statistical form can be found in Handbook of the Nations, Atlas of the Third World, Encyclopedia of Developing Nations, The Europe Year Book, The World in Figures, and Handbook of Latin American Studies.)
B. Agriculture 1. Historical precedents a. Indian and indigenous types: crops, methods, land ownership b. Spanish/European introductions: crops, domestic animals, land tenure 2. Persistance of landed estates today 3. Effects of climate and topography on supply of arable land 4. Effects of single-crop use	Although agriculture employs a large segment of the population, it produces a small proportion of the **Gross National Product**. Advances in agricultural production are more frequent in **export-oriented** crops than in **food staples**. With few exceptions, **land reform** has not been effectively pursued. Heavy reliance on **one-crop economies** is characteristic of many Latin American countries.	Students should develop charts or tables showing the type and value of products traded by Latin America with Europe, the United States, and Asia. Charts might also be developed showing comparisons between internal and external trade in these countries. Students should see that internal Latin American trade is very limited in comparison to external trade with Europe or the United States.
C. Minerals and Energy Sources 1. Mineral deposits concentrated in few locales 2. Fossil fuels not abundant in most countries 3. Most Latin American countries heavy importers of energy 4. Petroleum resources in Mexico and Venezuela-positive and negative impact	**Energy sources** are spatially concentrated, often far from consumption areas. Few areas have a good mix of the means of production, e.g., **raw materials**, for industrialization, **energy sources** and available TECHNOLOGY.	

Content Outline:	Major Ideas:	Model Activities:
D. Tourism 1. Tourism as an industry 2. Benefits and costs of tourism as "natural resource"	Many areas devoid of natural resources or large arable tracts of land have turned to **tourism** as the **mainstay** of the economy, a mixed blessing.	Have students interview a knowledgeable person who has recently vacationed in the Caribbean. Then have them report to the class about the effects of tourism upon that nation's economy.
F. The Search for a Path to Development 1. Need to increase industrialization a. To satisfy internal demands for goods b. To provide manufactured goods for export c. Need for substantial investment capital without increasing foreign debt 2. Attempts to achieve the above through regional cooperation 3. Industrialized regions of Latin America today in Mexico, Brazil, Argentina, Venezuela, Colombia, Peru, and Chile 4. The role of the multinational corporation	In Latin American nations, the goal of increased industrialization runs counter to their traditional role of exporters of raw materials and importers of manufactured goods. The **multinational corporation** embodies the growing INTERDEPENDENCE between more developed and less developed regions by introducing TECHNOLOGY so **capital intensive** that it aggravates the economic problems of the host country.	Students might research the impact of various immigrant groups on the United States at various periods of time, e.g., the Puerto Ricans in the 1950's, the Cubans in the 1960's, and the Haitians in the 1980's.
G. Migration as a Product of Regional Inequities 1. Migration in Latin America today a. Mexico and Central America to the United States b. Central America to Mexico c. Colombia to Venezuela	Significant differences in **opportunity** within countries have created large internal **migration** movements, especially from rural or urban areas.	Students might research current migration patterns from or to Latin America, indicating countries affected, volume, type, and problems created for both the host country and the country from which immigrants came.

Content Outline:	Major Ideas:	Model Activities:
d. Paraguay to Bolivia and to Brazil and Argentina e. Caribbean to United States and Great Britain 2. Effects on areas of origin and on destinations		

V. LATIN AMERICA WITHIN THE GLOBAL CONTEXT

Objectives:

1. To understand the important role that Latin American has played in the global economic system and the strong interdependence that links her with the more developed economies
2. To appreciate some of the reasons for the anti-imperialist feeling prevalent in Latin America
3. To assess the influence of the superpowers upon the foreign policies of Latin American countries and the resulting realignments
4. To identify the goals and method of operation of the Organization of American States
5. To understand the reasons for the ostracism of Cuba from the inter-American system

Content Outline:	Major Ideas:	Model Activities:
A. Economic Integration 1. Trade relations 2. Latin America as a place for investment	Since the beginning of European settlement, Latin America has contributed to the growing economic INTERDEPENDENCE of the world. In making judgments about giving economic assistance to Latin American countries, America should keep in mind the economic returns of American investments in Latin America.	Have students develop a research project on the relationship of either the United States or another country with a Latin American country or region. Students might research major United States companies' holdings in Latin America as a place for investment. (Much of this information can be found in annual reports of corporation or reports by Federal agencies.)
B. Integration within the Political Global Community 1. The Monroe Doctrine 2. Ambivalence toward United States - historical resentment and need for cooperation 3. Latin American voice and role in United Nations 4. Evidence of realignment: Cuba; Nicaragua	Although politically independent, most Latin American countries have been, and continue to be, heavily influenced by the United States.	Students may report on the unique relationship between the Commonwealth of Puerto Rico and the United States. Most textbooks only mention this important connection, so students will have to look further for source materials.

Content Outline:	Major Ideas:	Model Activities:
	United States' influence in Latin America has led to favorable and unfavorable attitudes toward it, depending upon the status and experience of the Latin American consulted.	
C. Relations within Latin America 1. Organization of American States 2. Caribbean community and Common Market 3. Anomaly of Cuba a. Reasons for 1962 explusion from OAS b. Present international stance: presence in other Latin American nations and Africa	The Organization of American States continues to provide a legal channel for solving **international disputes** in Latin America. Although Cuba was excluded from the OAS since 1962, it has maintained links with several Latin American countries.	Have a group of students report on regional disputes settled by the Organization of American States. The OAS Office in Washington, D.C., the United States State Department, and the embassies of Latin American nations should be able to provide up-to-date informtion. * Some students with handicapping conditions may enhance their understanding of the OAS by noting on a large map the OAS countries, present and former, and pinpointing with flags the dates of violations of the OAS charter. Have students construct a map of the Caribbean and indicate which countries maintain links to the United Kingdom. Students may research Fidel Castro and the Cuban Revolution, noting the impact of that revolution on other Latin American countries. Students should be able to evaluate critically the sources of information used as well as the points of view presented.

Content Outline:	Major Ideas:	Model Activities:
D. Latin America as a contributor to world culture	As individuals and as cultural groups, Latin Americans have made important contributions to the world's arts, music, and literature, from the earliest times to the present day.	To help students develop an awareness and appreciation of the cultural contributions of Latin America, the teacher should encourage students to develop an audio, visual, or audiovisual presentation to the class highlighting some aspects of Latin American art, music, literature, drama, or dance that have influenced the world. Students might also report on famous artists or personalities in particular cultural fields. Folktales and folklore often provide an insight into the culture of any society. Latin America is rich in folktales which often reflect European influences, but which have been adapted to Latin American experiences. Students often find universal themes in these cross-cultural genres. Students with artistic ability might attempt to create a mural in the Latin American style.

UNIT 5 Middle East

UNIT GOALS By the end of this unit, the student will be able to demonstrate:

1. Knowledge of the physical, historical, social, and economic elements that have shaped the cultures of the Middle East

2. Knowledge of the effects of interrelations within the area and with other parts of the world upon the political, economic, and social development of the Middle East

3. Knowledge of the role that the people and societies of the Middle East have played in the context of the development of the global society

I. THE PHYSICAL/HISTORICAL SETTING

Objectives:

1. To appreciate the geographical diversity of the Middle East and how this diversity shapes regional identity

2. To investigate the effects physical geography — especially the lack of water — has had upon the historic and economic development of the Middle East

3. To identify stereotypic thinking regarding the land and people of the Middle East

4. To understand the societal changes brought by the neolithic revolution

5. To draw conclusions from source materials regarding the development of writing systems and their impacts upon human civilization

6. To appreciate the role trade has played in the cultural diffusion of ideas and cultures within the Middle East and beyond the region

7. To understand the roles played by Judaism and Christianity in the development of religious beliefs and value systems of the Middle East and Western and Eastern Europe

8. To investigate the rise and fall of empires in the Middle East, particularly the roles played by scarcity and technology in this phenomenon

9. To trace the role of the Byzantine Empire in preserving ancient cultures and in shaping the cultures of Russia and Eastern Europe

Content Outline:	Major Ideas:	Model Activities:
A. Physical Geography 1. Size and location - crossroads of Eurasia 2. Topography and its effects a. The Sahara b. The Nile River Basin c. The Arabian Peninsula d. The Fertile Crescent e. The Northern Tier 3. Climate and natural resources and their effects a. Food production b. Population distribution c. Tribal organization 4. River valleys as population centers and centers of civilization a. Tigris/Euphrates b. Nile	Some physical features encourage settlement while others discourage it. Humans can also alter the physical ENVIRONMENT to make it more habitable. Because of its central location, the Middle East has served as an economic and CULTURAL crossroads between Africa, Asia, and Europe. Geographic DIVERSITY in the Middle East has resulted in great variety in land use and **economic development** in response to **environmental** adaptation. CULTURAL and TECHNOLOGICAL progress in the Middle East produced CHANGES in ENVIRONMENTAL conditions. Trade was an important vehicle for **cultural diffusion** in the Middle East. The physical ENVIRONMENT of the Middle East is rich in oil but poor in other vital resources, particularly water.	Have students examine a map of the Eastern Hemisphere locating Asia, Africa, Europe, and the Middle East. Have students propose geographical reasons why the Middle East became a crossroads between these different areas. Using a trade map of the Middle East, student should identify what goods traveled across the Middle East to Europe, Africa, and Asia. Which of these did the Middle East contribute? Have students create a collage of pictures taken throughout the Middle East. Then, using the pictures in the collage as evidence, students may brainstorm their impressions of the region and note the dangers of one-word stereotypes regarding climate and topography. Have students examine a rainfall map of the Middle East and ask them to describe the region on a continuum from wet to dry. Using a map showing the population density of the region, students should compare densities with rainfall. Ask them to draw several hypotheses comparing rainfall amounts and populated areas.

Content Outline:	Major Ideas:	Model Activities:
	The pervasive SCARCITY of water has concentrated population in those areas where irrigation is possible thus indicating the importance of resources to sustain settlements. The CULTURE and history of the Middle East have been influenced by such geographic factors as location, topography, climate and resources.	
B. Neolithic Revolution 1. Development of farming and use of stone implements 2. First cities built and political systems formed	The Neolithic Revolution was a TECHNOLOGICAL development which radically CHANGED the nature of human society.	Students might prepare a written response to the following statement: Some social scientists have said that the Neolithic Revolution was the single most important innovation in the history of mankind. Research may be done to support this view.
3. Trade developed in response to scarcity of resources 4. Invention of a writing system a. Cuneiform - Sumer b. Hieroglyphics - Egypt c. Phonetic - Phoenicia	The development and diffusion of writing systems in the Middle East meant that information pertaining to trade, government, and ideas could be recorded and transmitted to other regions and areas.	Have students examine samples of early writing systems. Ask students to write a message using pictographs. Students may then analyze our use of the phonetic alphabet and discuss its advantages.
5. Contributions of the early empires of Mesopotamia a. Codes of law b. The Arts c. Trade	The invention of writing made more complex civilizations and more advanced TECHNOLOGY possible.	Use a trade map of the current era and discuss how trade can lead to cultural diffusion. Have students demonstrate some samples of hieroglyphics, and have others report on the discovery of the Rosetta stone by Champollion.

Content Outline:	Major Ideas:	Model Activities:
	The history of the Middle East has been marked by the rise and fall of the empires that shaped the area's unique IDENTITY and POLITICAL SYSTEMS. The TECHNOLOGY of civilization permitted one group to gain **control** over the **labor** of others. As civilization spread it became more complex and DIVERSE. A **code of laws** reflects the **society** that formulated it.	
C. Hebrews and Ancient Israel: Culture and Nation 1. Social and ethical religion, monotheism 2. Religious literature influenced Christianity and Islam: Ten Commandments and the Torah 3. Anti-Semitism and Christian theology 4. Talmudic laws as a repository of knowledge and ethics 5. The diaspora and its influence on Jewish religion and identity	**Religious beliefs** and **values** play a major role in shaping the character and IDENTITY of a CULTURE. Judaism, in its rejection of **polytheism** and its insistence upon **monotheism**, **social** JUSTICE, and **law**, marked a significant CHANGE from the religions of other Middle Eastern CULTURES. Early **theological** beliefs helped shape POLITICAL POWER and social relationships between Christians and Jews that persisted for centuries.	The Ten Commandments may be examined as a code of laws followed by the Hebrews. Students can compare this code to that of Hammurabi, and that of other contemporary peoples exploring the same themes. Discuss the meaning of moral behavior and how the Hebrew code defined it for its society. Have students examine each code with respect to the meaning and importance of law and justice in the Babylonian Empire and among the Hebrews. The Commandments also spell out the meaning of monotheism. Have students search other cultures for evidence of similar beliefs.

Content Outline:	Major Ideas:	Model Activities:
	The formation of Jewish IDENTITY was influenced by the religious beliefs of the Hebrews and their treatment after exile from Jerusalem (135 A.D.).	The history of Israel may be examined as an example of the rise and fall of empires in the Middle East during ancient times. Have students develop a time line of Israel from about 1020 B.C. to 135 A.D. when Rome drove the Jews out of Palestine. Have students include on the time line the split in the kingdom and the conquest by the Assyrians and later by the Romans. Using Psalm 137, students could prepare a television script or news interview showing how a conquered people might feel about their homeland.
D. The Growth of Christianity 1. A blend of Judaic and Greek philosophy 2. Universal appeal of the Christian ethic and promise of salvation 3. The established religion of the Roman Empire	Christianity brought about great CHANGES in Greco/Roman civilization. The Judeo-Christian ethic shaped Western values, ideals, and CULTURE.	Have students look for the steps by which Christianity, originally a persecuted sect, became the established religion of the Roman empire and the Western world. Maps showing the expansion of Christianity in the first ten centuries and the travels of Paul may be examined.
E. The Byzantine Empire, a Hellenic and Hellenistic Blend 1. Roman Empire moved eastward and changed 2. Justinian and Theodora a. Justinian Code b. Restoration of Roman grandeur 3. The split in the Church and the results 4. Center of global trade and culture	The Byzantine Empire dominated the Mediterranean world for 11 centuries with its unique synthesis of Hellenistic and Eastern Mediterranean CULTURE, Orthodox Christian religion, and Roman POLITICAL SYSTEM at a time when Europe was fragmented into small feudal units of limited intellectual activity.	Using a series of maps of the Byzantine Empire in 330, 700, 1054, 1204, and 1453, students could analyze the role of Constantinople in the Eastern Empire and explain why it was selected as the capital by Constantine and why it continued to be strategically important in trade and politics. Have students examine or design a time line of ancient Middle Eastern cultures and then compare this time line with a series of maps showing the territory controlled by each of these cultures.

Content Outline:	Major Ideas:	Model Activities:
5. Impact upon other regions a. Arab world b. Eastern Europe and Russia 6. The Ottoman conquest and its effects on a. Byzantium b. Eastern Europe	The POLITICAL SYSTEM of Byzantium and the church-state relationships created a model for future POWER relationships in the Middle East and Russia. The JUSTICE systems of Western Europe and Latin America are descendents of Justinian's Code, which contributed to the concept of HUMAN RIGHTS. Invasions tend to CHANGE the POLITICAL and CULTURAL institutions of both the conquered and the invader.	Have students examine the role of color, symbolism, and abstraction in Byzantine art and architecture. Using pictures of Greek, Roman, and Oriental art and architecture, students could identify similarities. Have them look for evidence in pictures of Venice, Bulgaria, Russia, and Persia that Byzantine art was an influence in those cultures. Discuss the significance of Constantinople's commercial importance upon this phenomenon.

II. DYNAMICS OF CHANGE

Objectives:

1. To investigate the role played by Islam in shaping the culture and value system of the Middle East
2. To trace the forces which encouraged the rapid expansion of Islam
3. To appreciate the role played by Islam in preserving Greek and Roman cultures and in advancing the arts and sciences at a time of European stagnation
4. To understand the impact of invasions by non-Arab peoples upon the Arabic hegemony in the Middle East
5. To understand the role played by the Ottoman Empire in the balance of power in the Middle East and Europe
6. To examine the impact of European imperialism upon the history and development of the Middle East
7. To evaluate the role of nationalism in initiating change in the Middle East

Content Outline:	Major Ideas:	Model Activities:
A. Mohammed and the Rise of Islam 1. The life of Mohammed and the establishment of a new faith, a monotheism which shares beliefs with its Jewish and Christian predecessors 2. The unification of the Arabian Peninsula	The Moslem religion is a <u>way of life</u> which has preserved the CULTURAL IDENTITY of the Middle East. Over the centuries, in spite of great CHANGES in CULTURE and POLITICAL SYSTEMS, Islam has CHANGED very little in terms of its religious beliefs, values, and ethics. The Muslim faith united the Islamic world with a common language, Arabic, and a common religion, Islam, and helped the Arabs conquer many DIVERSE peoples and lands.	Using excerpts from the Koran, students could identify central tenets of Muslim belief. For example, Sura (Chapter I) contains the call to the faithful to prayer. Have them look for evidence in these beliefs of the influence of Christian and Hebrew teachings.

Content Outline:	Major Ideas:	Model Activities:
B. Muslim Beliefs and Practices 1. The Five Pillars of Wisdom 2. The Koran 3. Muslim religious obligations and universalism	As Arab conquests pushed into non-Arab lands the Islamic world became an amalgam of many CULTURES. The influence of Islam dominated the religious, CULTURAL, economic, and POLITICAL SYSTEMS of an INTERDEPENDENT world which stretched from Spain to Sumatra.	Have students use a series of maps to trace the expansion of Islam from the Arabian Peninsula to the far reaches of Spain and Sumatra.
C. Early Expansion and Consolidation of Power 1. The rule of the Omayyads (661-750) with Damascus as capital 2. The Shi'a and Sunni split		
D. The "Golden Age" of Muslim Culture 1. Toleration of non-Muslim populations and practices 2. Preserver of earlier cultures 3. The innovations in the arts and sciences 4. Spread of Islam through invasions and trade	Between the 9th and 14th centuries, the Islamic world not only preserved the knowledge of Greece and Rome, but extended its range, laying the foundations of modern science and mathematics.	Have students study examples of Islamic art and architecture and look for evidence that religion played a major role in shaping the scope and direction of architecture and art. Note the emphasis upon the abstract rather than representational and the role of color. Have groups of students read Muslim early literature and tell the class how Islamic life, values, and ideals are expressed.

Content Outline:	Major Ideas:	Model Activities:
	At a time when Western Europe expressed a general antipathy toward those who did not adhere to the religious orthodoxy of the Church, the Islamic world was unique in both its religious tolerance and the degree of acceptance of cultural diversity. CULTURAL advances of the Golden Age reached Europe by the way of Moslem Spain and Sicily, through trade and the Crusades and have influenced modern civilization.	
E. Invasions Weaken Muslim Hegemony 1. Seljuk Turks 2. Crusaders 3. Mongols 4. Ottoman Turks	The Crusades destroyed many cities and people in the Middle East and left a legacy of mistrust of the Westerner among some Muslim people. One significant effect of the Crusades was CULTURAL diffusion which brought about great CHANGES in Western Europe.	Have students identify the religious and economic causes of the Crusades, noting the effect that the ascendancy of the Seljuk Turks had upon the relationships between Christian Europe and the Muslim Middle East. Using Pope Urban II's call for a Crusade and other resources, students might analyze his depiction of the Muslims, including the accuracy of his statement. Have students examine a map showing the extent of the Mongol Empire at its height. They should note the world regions into which it extended, the parts of the Middle East controlled by the Mongols, and the impact that this control would have on global trade.

Content Outline:	Major Ideas:	Model Activities:
F. The Ottoman Empire Dominates the Middle East and Eastern Europe 1. Expansion reaches Vienna in 1529 and 1683 2. The fusion of Byzantine and Muslim cultures 3. The decline of the Ottoman Empire	As the POWER of the Abbasid dynasty and Byzantine Empire declined, the POWER of the Ottoman Turks increased far beyond territories controlled by either empire.	
G. European Imperialism 1. Russian/British rivalry in Afghanistan and Iran 2. The Ottomans as pawns in the European balance of power	As the Ottoman POWER declined after the 17th century, it became a pawn in the **balance of power** struggle of the Great European POWERS. In the 19th century, European military, TECHNOLOGICAL, and administrative inventions did little to CHANGE the Islamic way of life.	Have students research the condition of the Ottoman Empire as it stood at the very gates of Western Europe at Vienna in 1683.
H. The Rise of Nationalism in the Middle East in the 19th and Early 20th Centuries 1. Zionism and the Balfour Declaration 2. Ataturk and the rise of Turkish secular nationalism 3. Arab nationalism	**Nationalism** developed slowly in the Islamic world, but it has been one of the strongest agents of CHANGE in the Middle East. **Nationalism** has been used as an agent of CHANGE by those who favor tradition as well as those who favor **modernization** and **westernization**.	Have students look for the roots of present-day conflicts in the Middle East. Have them study the Zionist movement, including the effect of increasing anti-Semitism in 19th century Eastern Europe, the emotional impact of the idea of "Zion," the Promised Land, and British conflicting promises to Jews and Arabs prior to the establishment of Israel. In considering the goals and methods used by Kemal Ataturk, students might find it useful to contrast them with those of fundamentalist Muslim movements of the 1980's.

III. CONTEMPORARY NATIONS AND CULTURES

Objectives:

1. To analyze conflicts faced by societies which seek to maintain a traditional culture and value system while it is experiencing rapid change
2. To investigate the impact of history and traditional values upon the expression of human rights in the Middle East
3. To explore the problems posed by ethnic diversity within a region trying to come to terms with nationhood
4. To understand the independence movement in the post-World War II period
5. To understand the diversity of governments which have emerged in the Middle East since World War II
6. To investigate the shifting power structure among Muslim nations in the Middle East
7. To comprehend the impact of the diaspora and the Holocaust on the Jewish attitude toward Israel
8. To understand the regional effects of the rebirth of Israel as a nation-state

Content Outline:	Major Ideas:	Model Activities:
A. The Independence Movement since World War II 1. The clash of nationalisms in Palestine: Jewish Zionists and Arab nationalists a. The rebirth of Israel b. The Arab-Israeli wars and their results 1) Israeli war of independence 2) The Six Day War 3) The Yom Kippur War c. Peace efforts - Camp David Accords d. United Nations resolutions e. Unresolved issues between Jewish and Arab Palestinians and between Israel and Arab neighboring states f. Israel and its significance for Jews throughout the world	Historic experience and CULTURAL factors in a nation shape and guide its foreign policy. Issues of Israeli **security** and Arab Palestinian **nationalism** are central controversies in one of the world's most explosive **conflicts**. The **political stability** of many of the governments of the region is threatened by their failure to protect HUMAN RIGHTS and serve the needs of all members of the nation.	Have small groups of students develop a map and travel guide of Jerusalem showing the holy places from the perspective of Jews, Christians, and Muslims. Have students develop a time line tracing Arab/Israeli relations since 1948. Have students debate UN resolution #242, passed unanimously in 1967 by the Security Council.

Content Outline:	Major Ideas:	Model Activities:
2. New Political Leadership 3. Egypt: Gamal Nasser and Anwar Sadat 4. Algeria and Libya 5. Syria, Lebanon, Iraq, and Iran	Because of its more highly **developed economy** and its emphasis upon **Arab unity**, Egypt assumed a **leadership** role in the Middle East in the post-World War II period. This political POWER has now shifted to those nations with vast oil revenues. The leaders of the Middle East often look to Western TECHNOLOGY to resolve social, political, and economic problems at the same time that they want to maintain their own CULTURE and value systems. **Traditional societies** which are **modernizing** frequently develop conflicts regarding the **secularization** of the POLITICAL SYSTEM and the assumption of non-traditional roles by men and women.	Considering the traditional status of women in different culture groups in the Middle East, students should determine the causes of change and the degree to which changes are affected by a woman's social class in various Middle Eastern nations. Students might use an ethnic or linguistic map to collect evidence showing that all Middle Eastern people are not alike. Discuss what elements of Islamic society tended to unify this diverse population.
B. The Islamic Revolution 1. Iran - Shah Pahlevi and modernization a. Changes brought about by oil wealth b. Absolute rule and corruption	In his attempt to industrialize and **modernize** Iran, the Shah failed to meet the social and political needs of the people.	Using the New York Times index or a similar source, students might develop a time line of the Iranian Revolution using headlines and datelines. Events illustrating the clash of contemporary versus traditional ideas should be highlighted.

Content Outline:	Major Ideas:	Model Activities:
c. Islamic fundamentalism and the Ayatollah Khomeini d. Extreme poverty amidst economic development e. Human civil rights in the Islamic Republic		Have different groups of students debate the views of the promodernization-prosecularization group and those of their opponents, and identify the leaders of each group. After hearing both positions, have students discuss why the Ayatollah Khomeini prevailed.
2. The Iran/Iraq War a. Territorial integrity and Islamic fundamentalism b. Islamic nations take sides c. Impact upon the two nations	Although the Iran/-Iraq War has elements of a traditional border dispute, it has also been perceived by some as an expansion of the **fundamentalist revolution** of Iran. The oil rich nations of the Middle East have used the promise of economic aid to their poorer neighbors in order to further their own **political goals**.	Discuss with students whether the Saudi approach to modernization differs from that of the former Shah and the Khomeini regime.
3. Social changes in the 1980's a. Modernization and its influence 1) Role of women 2) Democratic reforms 3) Role of religion in Muslim nations and Israel 4) Causes and results of the terrorism	**Urbanization**, **modernization**, and **industrialization** are among the numerous agents of social CHANGE in the Middle East. Throughout the region, women have not generally achieved equal RIGHTS. Many segments of the population of the Middle East are seeking to achieve a balance between a traditional CULTURE, including religion, and forces of **modernization**.	Using statistics gathered from almanacs or other sources that show changes in population, life expectancy, and infant mortality, students should translate these data into graph form. What is the relationship between these items? Have students identify urban areas in the Middle East and compile statistics showing changes in these cities in the last four decades. Ask students to analyze these figures in terms of reasons why these changes have taken place, problems posed by increasing urbanization, and the importance of job opportunities for rural under-educated migrants to the cities.

Content Outline:	Major Ideas:	Model Activities:
	Terrorism, like war in past history, is being used by some POLITICAL groups and nations to further **nationalistic** ends and to change international POWER relationships.	

IV. ECONOMIC DEVELOPMENT IN THE MIDDLE EAST

Objectives:

1. To appreciate that the nations of the Middle East are turning to industrialization in an attempt to bring development and employment to the region
2. To examine the role played by oil revenues in the modernization and industrialization of the Middle East
3. To describe the impact of war upon the economic life of a nation
4. To discuss how technology can bring about industrial and economic development

Content Outline:	Major Ideas:	Model Activities:
A. Barriers to Development 1. Scarcity of water, arable land, and resources 2. Scarcity of resources 3. Uneven distribution of oil wealth and control 4. Political instabilities and rivalries	Although agriculture is a major economic activity throughout the Middle East, nations such as Saudi Arabia and others must import food. The SCARCITY of water and arable land limits the production of food in many areas of the Middle East. Modern TECHNOLOGY is helping the people of the Middle East to reshape their ENVIRONMENT. The Middle East contains the largest known reserves of oil, but suffers from a SCARCITY of other resources.	Have students brainstorm possible strategies to be taken by the governments of the Middle East to increase the availability of water. In the process they should consider to what extent this is a problem for all the nations in the regions and what unique ideas Middle Eastern governments have explored to meet their water needs. Have students trace the history of the Aswan Dam and note the positive effects of the dam on land under cultivation and the adverse effects on the environment.

Content Outline:	Major Ideas:	Model Activities:
	The economic decisions made in one country influence the economic planning and decision making in other countries.	
B. Arab Socialism in Egypt 1. Nationalization 2. Public services and education 3. Land redistribution	Some nations of the Middle East have nationalized many of their key industries, businesses, and resources.	Research could be done on how various Middle East nations have adopted socialist practices in their economies and on the results of such practices.
C. A Mixed Economy in Israel 1. Emphasis now upon industrialization 2. The kibbutz and moshav system 3. A large military budget 4. Dependence upon foreign aid and investment	Israel's economic planners have now CHOSEN to emphasize diversification and industrialization rather than agricultural development. In the oil rich nations of the Middle East, development has been facilitated by oil revenue, but other nations lack the capital needed for their development.	

Content Outline:	Major Ideas:	Model Activities:
D. Current Issues Shaping the Economy and Politics of the Region 1. Population growth 2. Rise of the secular middle class and urbanization 3. Impact of Islamic fundamentalism 4. Impact of Western values a. Women's rights b. Government in Israel and the Arab States 5. Influence of world trading patterns and markets	A symbol of the **globally INTERDEPENDENT economic system** is the **dependence** of **industrialized economies** upon Middle East oil and the **dependence** of Middle East nations upon Western TECHNOLOGY and know-how. There is great DIVERSITY in the standard of living throughout the Middle East.	Have students investigate the Israeli approach to increasing the availability of arable land and improvement of agriculture. Have students investigate the origin and progress of kibbutzim of Israel. Students may compare Israel's kibbutzim with the collective farms of the Soviet Union. (This topic can be reviewed again in the study of Eastern Europe.) The Israeli moshav is seen as a form of agricultural/economic organization with more potential in the Middle East future. Some student may be interested in researching this development. Have students examine a resource map of the Middle East and note the location of oil resources. Have them hypothesize about the effects of the development of oil resources on the economic importance of the region. Have students compare the resource map with a graph showing the global leaders in oil production, to discover the reasons for the Middle East's importance in the global energy picture. Noting that oil is a nonrenewable resource, students may collect data regarding oil depletion projections for the Middle East, and research as to how oil rich nations of the Middle East are seeking to diversify their economies. Using statistical abstracts and almanacs, students may collect data showing how the big oil producers spend the money earned from the sale of oil. Also have students examine the impact of oil revenue on the per capita incomes of all producing nations.

V. THE MIDDLE EAST IN THE GLOBAL CONTEXT

Objectives:

1. To understand the influence the superpowers have on the domestic and foreign policies of the nations of the Middle East
2. To analyze possible solutions to unresolved issues in the Middle East that affect the world community
3. To empathize with the plight of those caught in the onslaught and aftermath of war
4. To analyze the global shift in economic and political power which has occurred in the Middle East, based upon its control of the major source of energy

Content Outline:	Major Ideas:	Model Activities:
A. The Power Struggle Between the Superpowers 1. Strategic location of the region in the 20th century 2. Oil, warm water ports, military bases 3. The Arab-Israeli conflict 4. The civil war in Lebanon	The geo-strategic location of the countries of the region have shaped their relations with the SUPER-POWERS. Both the United States and the Soviet Union have tried to extend their influence in the region through the bestowal or withdrawal of their foreign aid, military, and development programs.	Explore the roles of the Soviet Union and the United States in the economic development of the Middle East. Use the construction of the Aswan Dam as a case study. Have small groups of students develop a concise statement of the perspectives of the following groups or nations concerning the Arab/Israeli conflict: . The Arab Nations . The Arab Palestinians . The British . The Egyptians . The French . The Israelis . The Soviets . The United States Using text and resource materials, students should develop graphs or maps showing where many Arab Palestinians now live. Research should be done to explain this fact. Have students examine Sadat's November 19, 1977 speech before the Israeli Knesset and discuss its impact upon the situation within the Middle East and upon world opinion.

Content Outline:	Major Ideas:	Model Activities:
B. The Afghanistan Invasion by the Soviet Union 1. Afghanistan and spheres of foreign influence in the Persian Gulf in the 20th century 2. Motives 3. Regional and worldwide effects	The Soviets engaged in a struggle for POWER in Afghanistan which threatened the interests of the Western NATIONS in the Middle East and Persian Gulf.	Have students trace the development of OPEC, including its establishment and use and effectiveness of its practices.
C. OPEC and the Global Power of Oil Producing Nations 1. OPEC's position in the world marketplace, effects on the superpowers 2. Impact of embargoes and price rises on developed and developing nations	Oil producing nations have used their control of global energy supplies to extend their POWER and to achieve specific political goals.	Have students examine cartoons which explore issues in the global energy market. Note the ways in which the message of each cartoon reflects public opinion in its point of origin.

UNIT 6 Western Europe

UNIT GOALS By the end of the unit, the student will be able to demonstrate:

1. Knowledge of the physical, historical, social, and economic elements that have shaped the cultures of the peoples of Western Europe
2. Knowledge of the effects of interrelations within the area and with other parts of the world upon the political, economic, and social development of Western Europe
3. Knowledge of the role that the people and societies of Western Europe have played in the context of the development of the global society

I. THE PHYSICAL/HISTORICAL SETTING

Objectives:

1. To appreciate the geographical diversity of Western Europe and how this diversity shapes regional identity
2. To analyze how Greek democratic values created a climate for individual expression and creativity
3. To discuss the ways in which the Greek search for truth and its questioning spirit became the basis upon which Western European science and technology would be based
4. To draw conclusions regarding the impact of Greek culture upon the cultural development of other societies
5. To understand the impact of the ideal of the Roman Empire upon subsequent political developments in Europe
6. To trace Roman achievements in the fields of government, law, and engineering
7. To investigate the Roman trading system within the context of a globally-interdependent world
8. To appreciate the contribution of the Germanic peoples in shaping a European rather than a Roman civilization
9. To trace the development of the feudal system in a fragmented world
10. To analyze the role of the Roman Catholic Church in providing stability and order and in shaping Western values and culture

Content Outline:	Major Ideas:	Model Activities:
A. Physical Geography 1. Size and location 2. Topography a. Mountains b. Lowlands c. Plateau 3. Climate a. Influence of North Atlantic drift b. Drier region in the south c. Impact upon agriculture 4. Relationship to the sea a. Many warm water ports, access to the sea b. Navigable rivers and canals and irregular coastline, good harbors	Western Europe's ENVIRONMENT exhibits great DIVERSITY in terms of physical geography and climate. Europeans have used TECHNOLOGY to reshape their physical ENVIRONMENT. Most of Western Europe has easy access to warm water ports; this advantage and navigable rivers have encouraged CULTURAL diffusion and economic INTERDEPENDENCE within the region. Western Europe's geographic features and location influence its role in world affairs. Geographic factors promoted CULTURAL DIVERSITY in Western Europe. Some physical features encourage settlement while others discourage it. Humans can also alter their physical ENVIRONMENT to make it more habitable.	Have students examine a landform map of Europe and identify plains, plateaus, hills, and mountains. Discuss whether the mountainous areas constitute as great a cultural barrier as comparative landforms in Asia or South America. Have students examine a series of pictures taken throughout Western Europe. Using information from the landform map, students may infer where these pictures were taken. Have students trace the path of the North Atlantic drift. Using a set of maps showing the pattern of temperatures in Western Europe for January and July, students should note the latitude and average temperatures for specific European cities. Using an almanac or other reference work, students may compare these temperatures with those in selected cities in North America to discover the impact of the North Atlantic drift upon the climate of Western Europe and the geographic extent of this influence. Have students investigate the significance for transportation and communication of such geographic features as location and extent of river systems and irregular coastlines. Note the location of cities of historic importance as well as contemporary European urban centers. Using a world map, students should discuss the significance of Europe's location with respect to oceans and other large bodies of water.

Content Outline:	Major Ideas:	Model Activities:
B. Mediterranean Civilizations 1. The Greek city states a. The growth of democracy in Athens; new attitudes toward the individual b. The questioning spirit and search for truth; Greek science c. Standard of excellence in the arts	The Greeks were the first people of Western Europe to develop an advanced CULTURE. The Greeks developed a **democratic** POLITICAL SYSTEM which created an ENVIRONMENT conducive to individual **expression and creativity**.	Use the city-state of Athens in 500 B.C. to develop an understanding of democracy. Include the interpretation of justice, the concept of citizenship including rights and responsibilities, and the question of direct versus indirect democracy. Pericles' Funeral Oration as recorded in Thucydides' History of the Peloponnesian War may be used as a basis for understanding the Athenian political system.
2. Macedonian unification of Greece a. Hellenistic Empire and its contributions to the arts and sciences	The questioning spirit and search for truth which characterized the Greek mind became the basis upon which Western science and TECHNOLOGY were predicated.	* Some students with handicapping conditions may improve their understanding of direct and indirect democracy by participating in a role-playing situation. Have the students role play a community with decisions to make regarding law, law enforcement, etc. First, allow a direct democracy to decide the issues. Then arrange a representative democracy to decide similar issues. Discuss.
3. Ancient Rome a. The Roman Republic: Roman law, justice, and human rights b. Political and cultural achievements of a vast Mediterranean empire c. Communication and trade within the empire and beyond to China	Greek CULTURE has had a lasting impact upon Western civilization in the fields of philosophy, art, literature, and science; Greek culture was frequently the standard by which other CULTURAL achievements were measured.	Have students study the career of a Greek scientist or mathematician such as Archimedes, Hippocrates, or Euclid to developing understanding of the Greek commitment to the search for truth.
4. Decline of the Western Roman Empire a. Germanic invasions b. Muslim encroachment c. Ascendency of Byzantium	Through a process of CULTURAL **diffusion and exchange**, the CULTURE of Greece influenced not only Western Europe but also the Middle East, India, China, and Japan.	Provide students with the essence of the Roman Law of the Twelve Tables and Cicero's The Law as references. Students should identify the meaning of "civil," "equality before the law," and "natural law" in Roman terms. Compare the nature of punishment under Roman law with that used in the United States today.
5. The Frankish Kingdom a. Political effects of Charlemagne's conquest b. Viking invasions spur rise of feudalism		Have students examine pictures of Roman buildings and public works, including baths, sewers, aqueducts, and roads. Have students assess the effects these technological and artistic achievements had upon the Roman standard of living.

Content Outline:	Major Ideas:	Model Activities:
	The Roman POLITICAL SYSTEM, unlike the Greek, was able to govern a large Mediterranean empire which strongly influenced the development of European political systems.	Have student groups research and prepare maps showing the extent of the invasions of each of the following peoples: the Germanic tribes of the 4th and 5th centuries; the Vikings; the Magyars; the Muslims; the Slavs; the Mongols. Have the class assess the impact of these invasions upon trade, agriculture, and political power of Rome.
	The demands of Roman imperial rule required that Romans excel in the organization of their POLITICAL SYSTEM, law, and engineering; but in terms of the arts, literature, and drama, they relied upon the CULTURAL patterns of the Greeks.	Have students explore manor life by examining such medieval pictures available in texts. Have them study a diagram of a medieval manor. Discuss daily life on a manor, including the relationship to the agricultural calendar, the role of women, the life and work of the serf, and the services provided. To what extent would these same conditions exist in an early American period of agricultural self-sufficiency, such as the Age of Homespun, or on a Southern plantation, or on a Soviet collective farm?
	Initially Roman law offered limited HUMAN RIGHTS to its citizens, including the Christians who were perceived as a subversive, dissident group.	
	The Roman concepts of JUSTICE, natural law, and human equality played a major role in shaping the thought of the Middle Ages and the Enlightenment.	

Content Outline:	Major Ideas:	Model Activities:
	At its height, Rome actively participated in a globally INTERDEPENDENT **economic system**, which ultimately contributed to its decline as **unfavorable balances of trade** increased.	
	As Roman POWER continued to decline in the West, new Germanic peoples gained POWER, which they used to create new economic and political arrangements based upon the Roman system.	
	From the fall of Rome to about the year 1000, Europe was subjected to a series of invasions which shaped the character and direction of its CULTURE.	
D. Feudalism provided cohesion in a chaotic Western Europe	The **traditional society** of **feudal** Europe was one in which each class understood its place and obligations.	Using a series of medieval paintings, students should identify aspects which indicate the religious, other-worldly orientation of medieval society, and the symbols used to convey meaning
1. Sharp class distinctions, social hierarchy		
2. Manorialism as an economic system with political implications	During the medieval period, an **economic system** known as **manorialism** developed in which land, not trade and commerce, was the major **source of wealth**.	Compare and contrast medieval art with Greek art as illustrated by the sculptures and pottery of that period. Expose students to modern parallels.
3. Technological and military advances that change economic life		

Content Outline:	Major Ideas:	Model Activities:
E. The Medieval Church: Unity, Stability, Uniformity of Thought and Expression	In a highly fragmented world, the church provided a sense of stability and order and became the major unifying force.	
F. Anti-Semitic Law and Segregation Policies Resulted in Persecution and Migration 1. Church laws segregated Jews 2. Leaders exploited and frequently expelled Jews from their nations	Religious zeal, negative stereotyping, and popular distaste for different CULTURES, paved the way for gross violations of the HUMAN RIGHTS of Jews in medieval Europe. By losing CITIZENSHIP RIGHTS, Jews lost the political POWER to protect their choice of livelihoods and their right to remain in their own countries.	For model activities about this topic, see: Teaching About the Holocaust and Genocide, The Human Rights Series, Volume II, pp. 1-2. Students should report on the effects of the coming of the Age of Enlightenment and the French Revolution on the treatment of Jews and other minorities.

II. THE DYNAMICS OF CHANGE

Objectives:

1. To explore the effects of such cross-cultural contacts as the Crusades, the Mongol Empire, the Renaissance, and the Age of Exploration upon the development of Western Civilization
2. To trace the development of the European market economy
3. To analyze the emergence of European absolutism and the decline of the feudal system
4. To understand the religious and political causes and effects of the rise of Protestantism
5. To perceive the relationship between the Reformation and the rise of nation states
6. To understand the ways in which the scientific revolution represented an advance in scientific inquiry and a break with tradition
7. To explore the causes of revolution, the phases through which revolutions frequently pass, and their lasting impacts
8. To identify the conditions that led to industrialization
9. To understand the development of suggested alternatives to industrial capitalism
10. To analyze European imperialism as an agent for diffusion and indigenous nationalism
11. To understand the causes of World War I and to relate these causes to such dynamics of change as nationalism, imperialism, and the economic rivalry among nations brought about by industrialization

Content Outline:	Major Ideas:	Model Activities:
A. Effects of Cross-Cultural Contacts 1. The Crusades a. Religious and political causes b. Effects of increased European contact with Islam and Byzantium c. Increased economic activity of the Italian city-states and other urban centers	CULTURAL <u>diffusion</u> of a more advanced Muslim CULTURE and the rediscovery of lost Greek and Roman learning were two major results of the Crusades. The Crusades created a <u>demand</u> for goods previously unavailable to Europeans and thus stimulated trade.	As a result of the Crusades many new ideas and goods were introduced into Europe. Have students examine the following list, choose a single item or a group of items, and write an analysis of how the item changed the standard of living in Europe: windmill, apricots, ginger, nutmeg, carpets, pointed arches, velvets, sofas, slippers, mirrors, makeup, dyes, sugar cane, damsons, pepper, mace, cloves, silks, colonnades, cushions, turbans, Turkish baths, Damascus swords, and perfumes.

Content Outline:	Major Ideas:	Model Activities:
	The SCARCITY of Asian goods in Europe, particularly after the fall of Constantinople to the Turks, led Europeans to expand outward in search of new trade routes. The travels of such European traders and missionaries as Marco Polo and John de Plano Carpini within the Mongol Empire vastly increased European knowledge of China, India, and the East Indies and helped prepare Europeans for overseas expansion.	Have students read selections from Marco Polo's book or descriptions of his book and then role play a European teenager who is exposed to this exciting tale. Show how the book would increase one's knowledge of the known world and heighten interest in exploration.
2. The Mongol Empire's influence on Europe a. Increased trade by land and sea within a vast unified Eurasian empire b. Increased geographic knowledge of areas previously little known	Increased trade created the preconditions for the Renaissance, greater affluence, and the rising POWER of the merchant class.	Have students map the new trade routes and discuss causes and results.
3. The Renaissance a. Economic and political causes; the role of the rising middle class b. Humanism and increased emphasis upon individual uniqueness and worth, as reflected in art and literature c. Secularism and increased interest in this world and non-religious matters	The art of the Renaissance reflected the humanism of the age and increased emphasis upon individual uniqueness and worth.	Have students compare a series of Medieval and Renaissance paintings including the themes of each set; how people are portrayed; which paintings are most representative, which most symbolic; and how colors were used in each style of painting. Make comparisons with later art or modern art.

Content Outline:	Major Ideas:	Model Activities:
	The Renaissance represented a shift from the emphasis on the other world in the traditional CULTURE and beliefs of the medieval period to a more **secular** concern regarding this world. **Humanism**, which emphasized individual IDENTITY and the worth of the individual in a secular world, was reflected in the arts and CULTURE of Renaissance Europe.	
4. The Age of Exploration a. Effects of Crusades, travels of Marco Polo, and the fall of Byzantium upon access to Eastern goods b. Significance of technological advances: printing press, gunpowder, navigational devices c. Effects of European expansion on indigenous peoples in Africa, the New World, and Asia d. European rivalries grew out of expansion and trading practices	TECHNOLOGICAL inventions, or applications of inventions originated elsewhere, such as the printing press, gunpowder, and navigational devices, made the expansion of European ideas and POWER possible. The Age of Exploration marks the end of an era of European regional isolation and the beginning of European global domination in much of Latin America, Africa, Southeast Asia, and China into the 20th century.	During the Age of Exploration, Europe became a center of a global trading network. Have students examine a map of the world showing the areas controlled by the different European powers. Have students note the goods that were the basis of trade between Europe and other regions of the world (e.g., slaves from Africa, bullion from Latin America) and then trace the routes taken in this trading. To see how the Age of Exploration led to a clash of cultures, students should examine a series of Aztec drawings of the Spanish conquest of Mexico. They should note how the Spanish are portrayed, the role European technology played in the Aztec defeat, and the attitude toward Aztec culture.

Content Outline:	Major Ideas:	Model Activities:
	Raw materials obtained from colonies spurred the economic development of Western Europe.	
B. The Rise of Nation-States and Changes in the International Order 1. The Age of Absolutism; the rise of royal power a. Machiavelli and the secular use of power b. Divine right of kings theory c. Case study: Queen Elizabeth I of England and Louis XIV of France d. Limits to absolute power in England 1) The Magna Carta, 1215 2) The Puritan Revolution, 1642-1660 3) The English Bill of Rights, 1689	In the 16th and 17th centuries, the monarchies of Western Europe sought to centralize the political POWER of their respective POLITICAL SYSTEMS. The traditions of sharing political POWER and natural law, which date back to the Greek and Roman periods, were expressed in such documents as the Magna Carta and the English Bill of Rights, which limited royal absolutism. Concessions of English royalty, based on economic and political expediency, formulated the tradition of CHANGE through evolution and provided a philosophical basis for the American Revolution.	Have different groups of students prepare case studies on the reign of Elizabeth I of England and Louis XIV of France. They may identify incidents or events that embody precepts described by Machiavelli in The Prince. Students may develop a wall chart showing limits to absolute power and when they developed in European history. This chart can be used as a point of reference in subsequent study of Eastern Europe.

Content Outline:	Major Ideas:	Model Activities:
2. The Reformation and Counter Reformation a. Martin Luther's "Ninety-Five Theses" b. Religious unity ends in Europe c. The rise of the nation-state at the expense of church power d. Increased impetus for literacy and education e. Increased persecution of non-Christians in Western Europe, especially Jews	The Reformation ended Western Europe's religious unity. During the Reformation a European social order based upon the POWER and authority of the Church was challenged by nation-states and individuals.	Have students examine a European map showing religious divisions in 1550, including Muslim and Orthodox Christian areas. Students may then draw comparisons with divisions in 1492. (Any discussion of religious choice during the Reformation should include investigation of who made the choice for the individual.) What effect would these divisions have as the Counter Reformation progressed? Using current news sources, students may examine evidence that choices of the Reformation period still persist in Europe today. A mock trial can be held on the conviction and recantation of Galileo as a case which demonstrates the civil power wielded by the Roman Catholic Church of that day.
3. The Commercial Revolution and mercantilist theory and practice a. Emergence of a new capitalist class b. Shift in European economic power from the Mediterranean to Northern Europe c. Development of economic theory of mercantilism d. Promotions of market economy, profit motive, private ownership of and use of capital (capitalistic system)	Mercantilism is an economic system in which the nation-state carefully controls most economic activities, especially the development of colonies, in order to strengthen the nation's economic POWER and wealth, which was measured by gold and silver. The development of a market economy and of modern capitalism was made possible in 16th century Europe both by CHANGES within the European economic system and by overseas expansion.	Because an economic system which remains active even today emerged, it is important to take time to help students understand the principles and operation of a capitalistic system and the mercantilist form it took during this period. A supply and demand chart, production process, and interactive nature of colonial systems can be illustrated with diagrams, pictures, and hands-on classroom exchanges.

Content Outline:	Major Ideas:	Model Activities:
	Mercantilist policies strengthened the POWER of Europe's absolute monarchies.	
	The European rivalries for colonies and the expansion of trade frequently led to **conflict** among colonial POWERS.	
	Western Europe, unlike the CULTURES of the East, had all the preconditions necessary to achieve the transition from an agrarian economy to a capitalistic one, including the existence of a class of merchants and bankers powerful enough to initiate CHANGE.	
	Mercantilism was an element that spurred the Industrial Revolution by providing increased resources and by encouraging increased consumer demand for finished products.	

Content Outline:	Major Ideas:	Model Activities:
4. The scientific/technological revolution a. The rise of observation and experimentation b. Theological explanations of natural phenomena rejected c. European expansion throughout the world provided technological development for the building of our industrial society	The findings of the Scientific Revolution represent a **secularization** of **scientific inquiry** and a revolt against **traditional authorities**. The Scientific Revolution, with its emphasis on **observation**, **experimentation**, **investigation**, and **speculation** represented a new approach to **problem solving** which set the West apart from other regions of the world and which has become a characteristic synonymous with modern thought throughout the world. Although attracted to the scientific thought and TECHNOLOGY of the West, other CULTURES have rejected some aspects of Western Civilization.	Have students examine excerpts from Adam Smith's The Wealth of Nations which describe his perception of a market economy and his concept of laissez-faire. Have them identify the ways that his reasoning reflected the scientific revolution's emphasis upon the natural law.

Content Outline:	Major Ideas:	Model Activities:
C. Political Revolutions 1. The Enlightenment a. Questioned traditional power structures-Voltaire b. Rejected divine right theory c. Rousseau and the social contract theory d. Challenged mercantilist theories - laissez-faire and Adam Smith	Europe's middle class rejected the medieval class structure which denied them political POWER; they insisted upon their RIGHT to participate in a government controlled by an elected representative legislature. The American and French Revolutions represented a basic CHANGE in the Western relationship between government and governed; with these two revolutions, the West moved toward a more **democratic system** in which the **equality** and HUMAN RIGHTS of CITIZENS were recognized and the POWER of government was predicated not upon **divine right** but upon the **consent of the governed**.	Have students use segments of John Locke's Two Treatises on Government to define social contract as a basis for government. Have them compare this with the divine right theory. Using the Declaration of Independence, students should find evidence of the influence of Locke and other philosophers of his day on a political leader such as Thomas Jefferson.
2. The American Revolution a. Based upon the principles of the Enlightenment 1) Two Treatises on Government by John Locke 2) Common Sense by Thomas Paine 3) Declaration of Independence and Thomas Jefferson b. Impact upon Europe and Latin America	Throughout the world, the American and French Revolutions have served as models for **political action** by those seeking to participate in the full **rights** and privileges of democratic CITIZENSHIP.	Historians such as Crane Brinton have suggested that there are certain patterns to revolutions. Students should read a brief account of how the French Revolution progressed and then diagram the shifting patterns of power, including the identity of leadership and the use of violence at each stage. Students should note the reasons for reigns of terror and see why a reactionary period is a likely response to the violence of revolution.

Content Outline:	Major Ideas:	Model Activities:
	In some sections of Europe, nationalism was directed toward the overthrowing of foreign domination; in other areas it sought the installation of unified, independent POLITICAL SYSTEMS.	
3. The French Revolution a. Preconditions to revolution b. Pattern of shifting power during the French Revolution c. Emergence of Napoleon to establish order and social cohesion d. The challenge to the power structure of other nations in Europe	Beginning in modern Europe but rapidly moving outward to other regions, nationalism and armed revolution have proved to be dynamic agents of CHANGE whose influence has helped to shape the destinies of people throughout the world.	Have computer-literate students use a graphing program on the computer to diagram the pattern of revolutionary violence. Ask students to record these patterns and apply them to such revolutions as the American, Russian, and Iranian. Students may role play persons with different points of view within a revolution, to analyze the extent to which the hopes and aspirations of revolutionaries are realized and what revolutions achieve.
4. Nationalism and self-determination a. As a force for unity and independence 1) Unification of Italy 2) Unification of Germany b. As a force for self-determination and the overthrow of foreign domination - Eastern Europe c. Impact upon non-Western cultures		The spirit of nationalism is frequently reflected in national anthems. Have students examine the lyrics of the national anthems of Italy, France, West Germany, and Poland. What do these songs say about the nation, the national spirit, glory, and patriotism? (Students with some background knowledge of Canada will find it interesting to note that the French and English words for "Canada" have quite different meanings; they may speculate why this is true.) Have students investigate the unification of Italy by examining excerpts from the works of Giuseppe Mazzini. Include the role of the foreign domination and the part young Italy played in the growth of Italian nationalism. To what extent were Mazzini's dreams realized?

Content Outline:	Major Ideas:	Model Activities:
D. The Industrial Revolution 1. Preconditions a. Natural resources b. Increased demand c. Labor supply d. Investment capital e. Transportation	The **Industrial Revolution**, like the **Neolithic Revolution**, brought radical CHANGE not only to the civilization of Europe but to the nature of human society.	Have students examine statistical evidence of conditions resulting from the onset of the Industrial Revolution, such as: British exports in the 18th century; the hours and wages of men, women, and children; the conversion to steam power in various industries; life expectancy charts.
2. Development of the factory system, changes in class status 3. The English reform movement and changes in political power 4. Impact upon the rest of the world: economic and political	One result of the various **reform movements** that developed in response to the **Industrial Revolution** was that many Europeans became far more EMPATHETIC to suggested CHANGES in the living and working conditions of those who labored under the factory system. CHANGES in the European POWER structure brought about by the Industrial Revolution were reflected in the expansion of suffrage in European POLITICAL SYSTEMS throughout the late 19th and early 20th centuries.	Have groups of students examine different works of literature and art which reflect both positive and negative aspects of the Industrial Revolution. Some examples are: - The Sadler report and/or other testimony that led to the Factory Act of 1833. - Selections from such 19th century novels as Emile Zola's Germinal, Charles Dickens' Oliver Twist or David Copperfield, George Eliot's Silas Marner. - The works of William Hogarth or Kathe Kollwitz; both illustrated the uglier side of the Industrial Revolution. - Impressionist paintings that give a more positive view.

Content Outline:	Major Ideas:	Model Activities:
E. Socialist Critique of 19th Century Capitalist Nation-State and Its Economic Practices 1. As a response to the working and living conditions of workers 2. Marx's economic interpretation of history a. Periodic unemployment and depression b. Theory of surplus value c. Inevitability of revolution of the proletariat/replacement of capitalism with socialism 3. Marx's and Engel's political theory a. The class struggle and dictatorship of the proletariat b. Public ownership of means of production c. The withering away of the state	Karl Marx and Friedrich Engels, in response to the evils of the **Industrial Revolution** and the **factory system**, predicted that Europe's industrial economy would be plagued by increasingly more frequent periods of **unemployment** and **depression** and that the conditions of labor would worsen until the **proletariat** were driven to **revolution**. Marx and Engels proposed that the **competitive capitalist economic system** based upon the **private ownership of the means of production** be replaced by an **economic system** in which the means of production are publicly owned.	Have students research and analyze how Karl Marx and Freidrich Engels would correct the abuses and miseries of the Industrial Revolution. Using The Communist Manifesto, students should define class struggle, including the groups involved, and the role of class struggle in history. Have students identify the predictions of the Manifesto and assess their accuracy. The economic proposals may be compared with those of Colbert and Adam Smith. Revolutionary activities did develop throughout Europe even though none was actually successful. One such revolt was the Paris Commune of 1870, which at least in part was inspired by a Marxist's leadership. Students should examine the Paris Commune movement and compare its ideas with that of Marx and Engels and of Lenin who followed.
F. Imperialism in the 19th Century 1. As a means of bolstering national power, pride, and economies 2. As an outgrowth of the Industrial Revolution 3. Within Europe itself 4. European domination of other geographic areas-impact on society, institutions, and economies	The increased supply of manufactured goods produced by the **Industrial Revolution** encouraged European nations to seek new markets through a policy of **imperialism**.	Using a colonial map of the world in 1914, students should identify which European countries were colonial powers. Have them discuss the effects of the Industrial Revolution and nationalism on the race to acquire colonies. Have students read Rudyard Kipling's The White Man's Burden and identify responsibilities that a colonial power should have assumed.

Content Outline:	Major Ideas:	Model Activities:
5. Responses to imperialism by anti-imperialist forces at home and abroad 6. United States intervention - effects in Europe and on United States foreign policy	**Nationalism** also encouraged European nations to engage in new exploits of **imperialism** to bolster national power and economies. United States intervention had a profound effect on the **isolationist** tradition in the United States and set the stage for future **interventionism**.	Students might debate the practicality and current utility of President Wilson's Fourteen Points.
G. World War I Within a Global Context 1. Political and economic causes 2. War strategies and the use of new technologies 3. The results of the war in nations involved in international law 4. The decline of European global dominance in the post-war period	The economic rivalry between Great Britain and Germany poisoned relations between the two POWERS and ultimately led to war. The attempt to maintain a **balance of POWER** by means of **opposing alliance systems** escalated limited regional crises into major international incidents. The ferment of **nationalism** among the DIVERSE ethnic groups of Eastern Europe weakened the POLITICAL SYSTEM of Austria-Hungary and became a major factor leading to war.	Have students examine some economic statistics comparing the percentage of total world economic production of such nations as Britain, Germany, France, and the United States in the late 19th century and again in 1913. After noting the changes in the time period, students may hypothesize on Great Britain's response to a changing balance of economic power. Have students examine the prevailing alliance systems in Europe in 1914 and analyze to what extent this alliance system was global in nature. To what extent might such alliances increase the danger of war? Have students report on the technological innovations that were either introduced or used again during World War I. Students might compare the foreign investments of the great powers before and after World War I, identifying the great creditor nations in each case.

Content Outline:	Major Ideas:	Model Activities:
	The military TECHNOLOGY introduced in World War I dramatically CHANGED the nature and character of modern warfare and resulted in the killing of millions of young Europeans.	
	In many ways CHANGES brought about by strategy and conduct in World War I were a precursor to events in World War II.	
	World War I marks a turning point in world history. European global domination began to weaken in the face of an increasingly hostile and nationalistic climate in colonized nations.	

III. CONTEMPORARY WESTERN EUROPEAN NATIONS AND CULTURE

Objectives:

1. To explain why post-World War I Germany provided fertile ground for the Nazi movement
2. To explore some of the anti-Semitic trends in history that provided a basis for Nazi thought and action
3. To discuss the events of the Holocaust and to emphathize with the victims of the Holocaust and other genocides
4. To understand the global dimensions of World War II and to develop an increased awareness of the destructive power of twentieth century technology
5. To consider the nature and evolution of a parliamentary system such as that of the United Kingdom
6. To analyze how Western European values affect the guarantee of human rights and make provisions for human needs
7. To describe the cultural achievements of Western Europe in the arts, music, and literature
8. To investigate urbanization in a post-industrial society
9. To consider European steps toward political as well as economic unification

Content Outline:	Major Ideas:	Model Activities:
A. The Rise of the Modern Totalitarian Nazi State 1. Racism and anti-Semitism in European culture 2. Germany, the Great Depression, and the Weimar Republic 3. The Nazi rise to power 4. The Nazi State a. Totalitarian society with all-powerful fuehrer b. The Aryan race myth c. The Holocaust - extermination of the Jews, Poles, other Slavs, Gypsies, the handicapped, and others	**Racism** and **anti-Semitism** were well established European trends used by the Nazis to obtain and maintain political POWER. **Nazism**, with its simple solutions to complex problems, was accepted by people who felt great despair and anger concerning their economic and POLITICAL SYSTEMS.	For specific strategies and resource materials dealing with the rise of the Nazi state and the Holocaust see: Teaching About the Holocaust and Genocide, Volumes I and II, The University of the State of New York, The State Education Department, Bureau of Curriculum Development, Albany, New York 12234. For copies write: Publications Sales Desk, Room 164 EBA, New York State Education Department, Albany, New York 12234.

Content Outline:	Major Ideas:	Model Activities:
	In a **totalitarian regime** such as Hitler's Germany, CITIZENSHIP was measured by service to the state, and the expression of HUMAN RIGHTS was suppressed.	Have students investigate the euthanasia campaign for the extermination of handicapped people in Germany. Have the students research the origins of this concept in Western Europe and its impact on the policies of Nazi Germany. For specific strategies and resource materials dealing with euthanasia of the handicapped, see Teaching About the Holocaust and Genocide, Volume II, pp. 97-101.
B. World War II: The Defeat of the Axis Powers 1. The conduct of a global war, new technologies 2. The global impact of the war	World War II was a conflict of global proportions whose destructive powers far exceeded anything seen by humankind. The **political, economic, military** and **colonial decline** of Europe that began with World War I was greatly accelerated by World War II. At the end of World War II, the world was dominated, not by Europe, but by the two **superpowers**.	In order to help students gain an understanding of the impact of technology upon modern warfare, have students develop a time line showing Western conflicts from the 1870's to the present. Next to this vertical time line have them develop a second time line showing the technological advances in weaponry made during the same period. Have students use a global map showing the Axis and Allied powers of 1942 to identify the regions of the world in which the major campaigns were conducted. On the basis of this investigation, have them discuss the extent to which World War II might be considered a total global war. Have several students speak as citizens of Sweden or Switzerland as to how they viewed World War II and why. Have several others, representing the Soviet Union and Western European countries, explain why they feel their contributions to the war were greater than those of the United States.

Content Outline:	Major Ideas:	Model Activities:
C. Political Evolution and the British Parliamentary Democracy 1. Constitutional monarchy 2. The parliamentary system and the loyal opposition 3. The unwritten constitution; a guarantee of human rights 4. A unitary not federal system 5. The continuing Irish question - a challenge to political evolution	The British POLITICAL SYSTEM has managed to combine continuity with necessary CHANGES and has attempted to guarantee HUMAN RIGHTS to all its CITIZENS. The Irish question has been a political, social, economic, and moral **controversy** which the British have been unable to solve, and it involves such contemporary issues as **terrorism** and **imperialism**, as well as interpretations of JUSTICE.	Students may compare basic British political documents with the U.S. Constitution, identifying how each system defines leadership, a citizen's rights and responsibilities, and powers of the government. Divide the class into groups to represent the British government, the Catholics of Ulster, Irish Americans, the Protestants of Ulster, the Irish Republic, and the IRA. Have them investigate and discuss the political, social, religious, and economic aspects of the Irish question.
D. European Peoples and Life 1. Ethnic and religious minorities 2. Religion in Western Europe a. Diversity b. Shared values versus secularism c. Ecumenicalism 3. Urbanization a. Planned development in a post-industrial society b. Environmental concerns 4. The arts and contemporary trends reflecting European values a. 19th century romanticism and nationalism in music and the arts	Western Europe is a region of great ethnic and religious DIVERSITY; this DIVERSITY has helped to define Europe's rich CULTURAL IDENTITY. **Religion** has served both to unify and to divide the peoples of Europe. Western values reflect both the **Judeo-Christian heritage** and the European historical experience in which **materialism**, **secularism**, **rationalism**, **science**, and TECHNOLOGY have played important roles.	Have students debate the question of Britain's moral responsibility toward Asian refugees from Uganda and other former British colonies. In preparing for this discussion, they may develop a time line of the race issue in Great Britain, beginning with the British Nationality Act of 1948 and including subsequent restrictive legislation as well as serious outbreaks of riots. Have students investigate examples of how Europeans have attempted to resolve some serious urban problems. Examples of cases that can be studied are: London's "pea soup" smog; the Rhine River, Europe's sewer; smog in Athens and the subsequent damage to antiquities; British attempts to clean up the Thames River; canals of Venice.

Content Outline:	Major Ideas:	Model Activities:
b. Impressionism: a reflection of scientific and social change c. Social protest in 20th century arts d. 20th century architecture	Western CULTURE has to a very large extent been an urban CULTURE. The pattern of 20th century urbanization has raised fundamental questions regarding post-industrial development and ENVIRONMENTAL concerns. Twentieth century human intellectual activity has been a protest against oppression as well as a revival of humanistic and humanitarian trends. Within Europe, modern TECHNOLOGY and political events have combined to make national differences less significant.	
E. Movements toward Political Unification 1. The European Economic Community 2. The Council of Europe 3. The European Court of Justice	Europe is a region of sovereign states that make their own CHOICES on issues of national concern but are moving toward greater INTERDEPENDENCE in areas of common fears and mutual needs.	

IV. THE ECONOMIC DEVELOPMENT OF WESTERN EUROPE

Objectives:

1. To discuss the movement of Western Europe from an industrial to a post-industrial economy and its continued decline in power and influence
2. To understand the roles played by natural, human, and capital resources in Europe's economic development
3. To examine the balance between a market economy and a planned economy in Europe
4. To understand the role played by the Marshall Plan in the reconstruction of Europe and in providing an incentive for economic union
5. To trace the evolution of the European Economic Community and the role it plays in Europe's interdependent economy

Content Outline:	Major Ideas:	Model Activities:
A. Marshall Plan 1. Devastation of economy 2. U.S. development aid in post-World War II Europe 3. Incentives for economic unification		Have students read or listen to the speech made by Secretary of State George C. Marshall at Harvard University in 1947. Students should list the United States' proposals to help European nations reconstruct their economies. Have them note which of these proposals were carried out, in which areas of the continent, and with what degree of success.
B. European Development: Moving Toward a Post-Industrial Economy 1. Economic diversity a. Industrialization b. Technology and service industries 2. Need for further development in Southern Europe a. Agricultural reforms b. Industrialization 3. Economic dependence	In spite of a relatively **narrow resource base**, Western Europe is a highly **developed region**; dependence on other area resources, such as Middle Eastern oil, affects policy decisions. The application of modern TECHNOLOGY has made West European agriculture among the most productive in the world.	Drawing upon their own and family experiences as consumers, as well as a study of advertising in the media, students could compile a list of goods that Americans purchase from Europe and note why these purchases are made. Using a variety of physical and economic maps, students might analyze why Southern Europe has tended to be less well developed.

Content Outline:	Major Ideas:	Model Activities:
	Increased **development** in other parts of the world has meant more competition for European economies and a slower **growth rate** for Europe's more **mature economies**.	
	Southern Europe remains less economically **developed** than the North.	
	In both market economies and planned economies, TECHNOLOGY has played a vital role in bringing about economic CHANGE.	
C. Movements Toward Economic Cooperation and Union	As single sovereign nations, the countries of Western Europe cannot compete with the **superpowers**, but united they become a major economic POWER.	The European Economic Community has become an INTERDEPENDENT network of products and TECHNOLOGIES.
1. Steps moving toward the European Economic Community		
2. The Common Market in practice	The European Economic Community has sought to remove **trade barriers** among member nations and to promote a common economic policy.	

Content Outline:	Major Ideas:	Model Activities:
D. European Socialism 1. Utopian socialism 2. Modern socialism: case study of Great Britain	The development of socialism in Western Europe and Communism in Eastern Europe has proceeded in ways consistent with the historical trends in those two regions. Western European socialism has developed in a way that is more or less typical of evolutionary CHANGE. At present, many countries of Western Europe have adopted some aspects of socialism.	Develop with students a flow chart illustrating the allocation of resources in a European socialist state. Be sure to have students include the various sectors involved and the linkages between them. Save a copy of this chart to compare it to one to be developed for the Soviet Union.
E. Contemporary Economic Issues 1. Inflation 2. Protectionism versus free trade 3. Subsidies 4. The standard of living	In recent years, some West European economies have been marked by inflation, slow growth, and unemployment. Europe's standard of living is among the highest in the world with some decline noted in specific areas.	Students should use texts and other sources to develop a time line illustrating the growth and development of the Common Market from the Treaty of Rome in 1957 to the present. Have students develop a Common Market map and note which countries were not original members. Discuss whether the Common Market will lead to a United States of Europe.
F. Europe and a Global Trading Network 1. Trade with the United States 2. Britain and Norway and OPEC 3. European Economic Community and former colonies 4. Western Europe and the Communist bloc	The economic systems of the world have become an INTER-DEPENDENT network.	Students might use the Readers' Guide to Periodical Literature to investigate North Sea oil and gas development in Europe. Divide the class into groups to consider the technologies needed, environmental issues, the impact upon the British and Norwegian economies, and the relationship of these two countries to OPEC.

Content Outline:	Major Ideas:	Model Activities:
		Have students view the videotape Dependent Upon Sugar (available, with teacher's guide, from the Center for Learning Technologies, New York State Education Department, 9A47 CEC, Albany, New York 12230), which concerns the interdependence of the European Economic Community and Mauritius, a former British colony dependent upon a cash crop. Have students develop a circular flow chart showing the effects of interdependence on economic decision making.

V. WESTERN EUROPE IN THE GLOBAL CONTEXT

Objectives:

1. To make judgments concerning the impact of the Allied victory upon European history and the global power structure
2. To explore the political and emotional impacts of the atomic bomb upon world peoples and power structures
3. To trace the final collapse of the European colonial empire in Africa and Asia after World War II
4. To investigate the interdependent European approach to defense
5. To understand the aims and tactics of radical political movements in Europe

Content Outline:	Major Ideas:	Model Activities:
A. Global Effects of Allied Victory after World War II 1. The atomic age opens 2. Ascendancy of the United States and U.S.S.R. as global superpowers 3. End of European global dominance 4. Political and power changes in Europe	With the advent of the atomic and hydrogen bombs, not only warfare but **international relations** have been permanently **transformed**. The postwar period was marked by dominance of superpowers which shaped the policies of Western European nations.	Have students investigate the continuing dialogue concerning the use of nuclear power in conflict resolution by examining several documents related to this question: - The report of the bombing of Japan, ordered by President Truman and published in 1947. - Winston Churchill's speech before the House of Commons in 1955, dealing with the threat posed by the hydrogen bomb. - Remarks by Nikita Khrushchev in 1956 concerning the hydrogen bomb. Have students assess the effects of these statements upon national decision makers and note the arguments concerning these weapons as nuclear deterrents. Students may wish to hear community activists and leaders present their views regarding the use of nuclear force.

Content Outline:	Major Ideas:	Model Activities:
B. "Cold War" Politics in Europe 1. The U.S.S.R. occupies Eastern Europe and threatens other areas 2. The Truman Doctrine and the policy of "containment" 3. Berlin: a case study of East/West confrontation 4. Division of Germany 5. Soviet invasion of Czechoslovakia	**International cooperation** is generally easier to achieve in areas of mutual problems than in questions of national interest and prestige. As society grows more complex and TECHNOLOGICALLY more sophisticated, the need for **international cooperation** increases.	Have students investigate the 1946 origin of the term "Iron Curtain," including Winston Churchill's views concerning Soviet intent in Europe and his perception of how the West should respond. One response to what the West believed was the Soviet threat was the policy of "containment". Have students investigate the Truman Doctrine through the use of standard texts and President Truman's March 12, 1947 speech before a joint session of Congress.
C. The Final Collapse of European Domination and its Aftermath 1. French in Indochina - 1954 2. Suez crisis - 1956 3. European relations with former colonies in Asia and Africa	In the postwar period individual European nations witnessed the final collapse of their position of **global dominance**, but Western Europe, as a **bloc** continues to play a vital role in the balance of global POWER.	
D. The United Nations - The Search for Global Peace 1. Organization and governance 2. Comparison and contrast to previous unity and peace efforts	The **United Nations** was created to prevent war and to fight against hunger, disease, and ignorance. **International organizations** such as the United Nations can only be as POWERFUL and effective as their member states wish them to be.	Have students compare a list of members of the United Nations today with the list of 51 nations which founded it in 1945. Using an almanac or Statesman's Yearbook, students may identify which of the new members are also new nations, and where each is located. Have them analyze the power structure of 1945 and compare it to the power structure in the Assembly today.

Content Outline:	Major Ideas:	Model Activities:
		After examining a structural chart of the United Nations, students might describe the function of each agency and the location of its headquarters. Comparing the headquarters list and the United Nations membership list, students may draw up a statement about the role of Western Europe in the United Nations. Review the structure and operation of the League of Nations. Teachers should make analogies to the ancient world's Delian League, the Pax Romana, Congress of Vienna, and the League of Nations.
E. European Defense Measures 1. NATO 2. West European union 3. European defense community	Increasingly, the peoples of Eastern and Western Europe have rejected war as a means of resolving international conflict. Western Europe has achieved a high degree of security and prosperity based upon voluntary **cooperation**. Due to the delicate balance within the European POWER structure, some European nations have pursued a policy of **neutrality**.	

UNIT 7 The Soviet Union and Eastern Europe

UNIT GOALS By the end of the unit, the student will be able to demonstrate:

1. Knowledge of the physical, historical, social, and economic elements that have shaped the cultures of the peoples of the Soviet Union and Eastern Europe

2. Knowledge of the effects of interrelations within the area and with other parts of the world upon the political, economic, and social development of the Soviet Union and Eastern Europe

3. Knowledge of the role that the people and societies of the Soviet Union and Eastern Europe have played in the context of the development of the global society

I. THE PHYSICAL/HISTORICAL SETTING

Objectives:

1. To investigate the relationships between the physical geography and the historic and economic development of Eastern Europe and the Soviet Union

2. To identify the diverse cultural roots of the peoples of Eastern Europe and the Soviet Union

3. To appreciate the varied motives which have encouraged the Russian/Soviet policy of expansionism

4. To discuss the role trade played in encouraging cultural diffusion between the early inhabitants and the Byzantine Empire

5. To understand and analyze the effect which the Roman Catholic/Eastern Orthodox split had upon the East/West relationships

6. To examine the resurgence of feudalism at a time when serfdom was beginning to disappear in the West

Content Outline:	Major Ideas:	Model Activities:
A. Physical Geography and Its Effects		
1. The size and location	A region's size and location effect its topographical and climatic DIVERSITY.	Using a political map of the USSR, have students investigate the north-south, east-west dimensions of the USSR.
2. Topography		
3. Percent of arable land in various areas of Eastern Europe and Central Asia	A resource-rich ENVIRONMENT may help a nation to become an economic POWER. However, the key to great economic POWER is the ability to use these resources to economic advantage.	Map the locations of important resources. Map population distribution. Where are populations located and why? Is there a relationship between resource locations and population locations? What are the implications?
4. Severe climate and its effects		
5. Resources and their impact upon economic development		

Content Outline:	Major Ideas:	Model Activities:
6. Physical/geographic features which may have influenced historical developments a. Few defensible borders b. Navigable river systems	ENVIRONMENTAL and physical features have influenced the course of history of the peoples of Central Asia and Eastern Europe.	Have students measure distances between major Soviet cities and between cities along the Trans-Siberian Railroad and calculate the time it would take to fly from Leningrad to Vladivostok; from Murmansk to Tashkent. Compare these trips with the time needed for the same trip on the Trans-Siberian Railroad. Have students compare the number of time zones in the Soviet Union with the number in the United States and Western Europe.
B. Early Peoples: the Slavs 1. Originated northeast of the Carpathian Mountains 2. Slavic centers were constantly threatened by invaders from Central Asia 3. Economic base - slash and burn agriculture, supplemented by trade	The SCARCITY of economic goods compels all societies to develop an economic base. Trade provides for the development of economic specialization.	Have students develop an illustrated time line of various invasions and migrations of peoples throughout Eastern Europe. Discuss reasons for these invasions, and their political, social, and economic effects. Have students research how cultural diffusion resulted from these invasions and through the mass movements of people, trade, and commerce. What aspects of culture were shared?
C. Interaction with Non-Slavic Peoples 1. Romanians 2. Albanians	Groups of people whose cultures were originally similar develop different CULTURES as they encounter varying ENVIRONMENTAL, economic, social, and political challenges.	

Content Outline:	Major Ideas:	Model Activities:
D. A Mix of Cultural Legacies 1. Basis of early societies formed by joining of Slavs, Varangians, and Viking merchant princes 2. The cultural legacy of Byzantium a. Development of trade b. Conversion of Vladimir of Kiev to Orthodox Christianity-end of 10th Century c. Adoption of Cyrillic alphabet d. Adoption of other Byzantine institutions and cultural elements 3. Effects of adoption of Roman Catholicism by other Eastern European peoples on future relationships with Russia	Commercial INTERDEPENDENCE, such as that between Kiev and Byzantium, often resulted in CULTURAL diffusion. Religious and cultural differences between peoples may influence relationships in other areas. Church/state relationships were based upon the Byzantine model rather than upon the Western European/Roman Catholic model. The acceptance of significant ideas from another society indicates the strength of one culture's influence upon another and demonstrates the long term impact of **cultural diffusion**.	Have students develop maps showing Viking trade routes and strongholds in Europe. They should locate the Byzantine Empire, the Black Sea, the Dnieper River, the Volga, the Baltic Sea, Novgorod, Kiev, Smolensk, and Constantinople. On the basis of this information have students assess the importance of Eastern European rivers on trade links and cultural diffusion between the Byzantine Empire and the state centering in Kiev. Have students identify the items that were the basis of trade.
E. Political/Social Legacy of the Mongols 1. Mongol rule had lasting implications 2. Muscovy became a feudal state a. Enserfment of the population b. Decline or destruction of cities	The harsh realities of the Mongol POLITICAL SYSTEM fostered a fear of foreign **exploitation** and **domination** among the Russians which has lasted to the present.	Have students examine a map of the Mongol Empire at its height and describe the global extent of Mongol power in Europe, the Middle East, and Asia. Have them locate the capital of the khanate of the Golden Horde. Have students research the significance of various centers of the Mongol Empire.

Content Outline:	Major Ideas:	Model Activities:
3. Mongol rule and the fall of Constantinople cut off the Muscovy culture from Western experiences, such as the Reformation and the Renaissance	Absolutism and <u>feudalism</u>, two major themes in subsequent Russian history, developed in response to the needs of the times as they developed in other areas, (Western Europe, China, Japan) in response to similar needs. Both internal and external events can affect the development of a people's <u>cultural values</u> and <u>institutions</u>.	Assign individual research projects on Mongol leaders such as: Genghis Khan, Batu Khan, and Tamerlane. Have students explore the political system imposed by the Mongols, including the roles of the Muscovite princes and the Orthodox Church, the use of the tribute system, and the use of force and violence. What effects did Mongol rule have upon morality in Muscovite life? The role of women? The type of rule imposed by future czars? Have students explore Muscovite feudalism by developing a diagram of Muscovy's socioeconomic hierarchy. They should note the roles of the boyars and the Orthodox Church and identify the importance of the mir system.

II. THE DYNAMICS OF CHANGE

Objectives:

1. To appreciate the varied motives, both psychological and economic, which have encouraged the Russian/Soviet policy of expansionism
2. To analyze the causes of the rise of a Russian centralized, autocratic state
3. To evaluate the role played by the Russification policy in achieving national identity and unity
4. To trace Russia's 19th century rise to world power status
5. To examine the causes for dissension and opposition to the Romanovs' reactionary rule
6. To appreciate Russia's contributions to the arts
7. To identify and discuss the causes and stages of the Russian Revolution

Content Outline:	Major Ideas:	Model Activities:
A. Consolidation of Czarist Power in Russian Muscovy 1. 14th century Muscovy princes challenged Mongol authority and expanded power over most of Central Russia 2. Russian Czartist policy of expansionism continued by Soviet leaders to the present day 3. Russian czars adopted a policy of Russification of non-Russian population to achieve national identity 4. Both Romanovs and their Muscovy predecessors initiated Westernization programs a. Ivan the Great b. Ivan IV c. Peter the Great d. Catherine the Great and the Enlightenment	As czarist political power increased, Muscovy pursued a policy of <u>expansionism</u>. The policy of Russification was a means of forcing national IDENTITY and unity on an ethnically DIVERSE population. Although anxious to adopt Western TECHNOLOGY and trade, many Russians rejected other aspects of Western CULTURE in favor of traditional Russian <u>values</u>.	Historians are divided over the nature and character of Ivan IV, also known as Ivan the Terrible. After researching Ivan IV, divide the class into groups and have them debate, "Was Ivan awesome or terrible?" Have students develop a map of the area currently ruled by the Soviet Union showing Russian/Soviet expansion up to the present. Note when and from whom these territories were acquired. Peter Romanov is known in history as Peter the Great. After students have examined his reign and its lasting impact, have them evaluate how "great" Peter really was. Note how successful Peter was in achieving his goals and to what extent Peter's goals were beneficial to Russia.

Content Outline:	Major Ideas:	Major Ideas:
5. The Russian Orthodox Church played a major role in the daily lives of the Russian people	In spite of Catherine the Great's interest in the Enlightenment and reform, respect for JUSTICE and HUMAN RIGHTS, particularly for serfs and peasants, declined during her reign. Major reform programs are often instituted for **pragmatic** rather than **philosophical** reasons. Religion is one of the major institutions of CULTURE.	During the czarist period several women ruled Russia. Have individual students or small groups examine the reigns and accomplishments of: Sophia, Catherine I; Anna Ivanovna; Anna Leopoldovna; Elizabeth; Catherine II (the Great). Have students investigate the daily lives of the Russian people and note how the lives of the five women who ruled Russia differed from those of most Russian women, and the effect of Peter the Great upon the position of women in Russia. Have students identify what roles warm water ports, a buffer zone, and economic exploitation played in Russian expansion, and suggest what territories the Soviet Union might still desire.
B. Strong Western Orientation of Eastern Europe Despite Russian Isolation 1. Role of Eastern European universities: Krakow, Prague 2. Hungary's early constitutional developments 3. Development of Polish national identity 4. Development of Balkan states and interaction with Ottoman Turks	The nations of Eastern Europe have made important contributions to the general history and CULTURE of Europe. A history of foreign invasions and internal dissension led to widespread regional **instability**.	Have students investigate the contributions of the following Eastern Europeans: Copernicus; Comenius; Jan Hus; John III Sobieski; Thaddeus Kosciuszko. Students should develop a map or a time line showing the various invasions of Poland and the Eastern European regions. They should seek to answer the following questions: - Why were there so many invasions of Poland and other Eastern European regions? - What was significant about the location of Eastern Europe?

Content Outline:	Major Ideas:	Model Activities:
C. Russian Reform Movements in the 19th Century 1. Russia's growing international status and its impact upon domestic conditions 2. Romanov rulers attempted to continue to rule in an autocratic manner 3. Sources of internal conflict a. Sharp class distinctions b. Religious differences c. Increased nationalism among non-Russian minorities d. Demands for democratic reforms 4. Changes within the Russian tradition a. Increased industrialization, with Western support b. Construction of Trans-Siberian Railroad c. Organization of a banking system 5. Reform in response to military defeat and dissatisfaction 6. Linking of the autocracy with orthodoxy and nationality	With the defeat of Napoleon, Russia's **international status** grew until it became a great European POWER. The **diffusion** of new ideas can initiate CHANGE among those who have control. CHANGE can be slowed down, but seldom prevented. Growing **nationalism** stirred ethnic minority groups living closest to Western Europe. When compared to the upper classes, peasants and industrial workers experienced a wide gap between living conditions and **expectations**. Moderate political reforms were made in the Russian POLITICAL SYSTEM in response to growing discontent and military defeats. Interaction both within a country and between countries can only occur when there is a connection, either physical or ideological.	Using excerpts from such 19th century writers as Tolstoy, Chekhov, Lermontov, Pushkin, and Dostoevski, students may examine the lives of the Russian nobility and compare these with descriptions of living conditions of peasants and the growing class of industrial workers. Ask students to refer to the papers of John Quincy Adams, United States Ambassador to Russia in the early 19th century, for descriptions of the working conditions in textile mills. Discuss how and why Russia's international status grew. With which countries did Russia interact? How did this interaction influence the diffusion of ideas? Why was the Trans-Siberian Railroad built? What did it accomplish? Discuss where industrialization occurred and why. What were its effects on the local area and on the region? Have students investigate the uprisings by the Poles in 1830 and in 1863 to describe how subject peoples responded to the nationalism sweeping Europe. What was the usual czarist response? Have students research why the czarist government used repressive actions such as banning the use of the Ukrainian language to curb unrest in that region.

Content Outline:	Major Ideas:	Model Activities:
	Absolute or totalitarian regimes frequently use **ethnic minorities** as **scapegoats** for political, social, and economic failures of the regime. **Terrorist** acts contributed to Romanov **reaction** and the repression of HUMAN RIGHTS.	
D. Russian Contributions to the Arts 1. Arts as a reflection of nationalism 2. Arts as a reflection of the reform movement 3. Variety of Russian artistic expression	Throughout the 19th and 20th centuries, artists from throughout the czarist empire made brilliant contributions to European CULTURE. Nineteenth century Russian and Eastern European music reflected such European cultural trends as **nationalism** and **romanticism.**	Have students produce a tape of 19th century composers such as Tchaikovsky, Rimski-Korsakov, or Moussorgsky, and analyze what elements of their music stamp it as Russian.
G. The Russian Revolution of 1905 1. Russo-Japanese War 2. Bloody Sunday 3. General strike 4. Nicholas II's response a. Duma b. New pogrom	Russia's humiliating defeat in the Russo-Japanese War underscored inherent weaknesses in the czarist POLITICAL SYSTEMS. The widespread denial of basic HUMAN RIGHTS led to demands for JUSTICE and **reform.**	Bloody Sunday triggered a wave of protest among workers, peasants, soldiers, and sailors. Have students examine a copy of the petition which workers carried with them as they marched to the Winter Palace. Ask students to identify the human rights that had been denied, and the reforms the peasants sought.

Content Outline:	Major Ideas:	Model Activities:
H. World War I and the Russian Revolutions of 1917 1. Nationalist sentiments and activities in Eastern Europe represented the immediate causes of World War I 2. Impact of World War I and the widespread discontent with the failures of the government and its conduct of the war contributed to the ferment for revolution 3. March Revolution and the formation of the Provisional Government 4. Attempts to continue the war contributed to the Bolshevik Revolution of November 1917 5. National revolutions in Non-Russian areas, such as Ukraine, Central Asia, Baltic and Caucasus regions 6. Lenin's adaptations of the works of Marx became the philosophy of the revolution	**Revolutions** are facilitated when many different factions in a country become discontented at the same time. Governments have difficulty in achieving goals or carrying out activities which are opposed by most of the people. The Russian **Revolution**, like most **revolutions**, had multiple causes and many long term effects. **Revolutions** can be inspired by ideology as well as by practical concerns. Revolutionary dogma may have to be modified to meet the needs of governing a nation.	Have students collect and examine European and Russian cartoons and posters of the revolutionary period. Note how Nicholas II was portrayed, the grievances that the Russian people had against the czar and his family, and how Gregory Rasputin figured in these cartoons. Note also the Bolshevik attitude toward the Allies, the middle class, landlords, and anti-revolutionaries. Have students examine the correspondence of Nicholas II and Czarina Alexandra to discover the influence upon them and the ways that their personalities may have influenced the coming of the revolution. Have groups of students research the causes of the Russian Revolution from the perspective of one of the following individuals: an industrial laborer, a peasant, a soldier, a sailor, or a Bolshevik. Have students develop a time line of Lenin's life (1870-1924) and note what role the execution of Lenin's brother, Alexander Ilich Ulyanov, played in Lenin's subsequent career; how Lenin adapted the theoretical works of Marx and Engels to form the pragmatic basis for a 20th century revolution; and the steps Lenin took to bring about the Bolshevik Revolution.

Content Outline:	Major Ideas:	Model Activities:
		Propaganda and violent political persuasion played important roles in establishing the political supremacy of the Bolsheviks. Using a collection of political cartoons and Bolshevik slogans such as "All power to the Soviets" and "Peace, Land and Bread," students should infer the nature of the Bolshevik message and ways in which such messages might have influenced people to support Bolshevik activities.

III. CONTEMPORARY EASTERN EUROPEAN NATIONS AND CULTURES

Objectives:

1. To explain the methods employed by the Bolsheviks in their rise to power
2. To evaluate the impact of Stalin's reign on Soviet society and politics
3. To observe the interrelationships between the power structures of the Soviet government and the Communist Party
4. To consider the nature of constitutional government in the Soviet Union
5. To analyze how institutions and values in the Soviet Union affect the guarantees of human rights
6. To describe the status of women, religious groups, and various nationalities within the Soviet Union
7. To discuss why czarist and communist regimes have censored the arts
8. To understand the problems ethnic diversity poses for a multiethnic society trying to establish a uniform national identity
9. To examine the role of nationalism in the political evolution of Eastern Europe
10. To understand the impact of Soviet domination upon the nations of Eastern Europe

Content Outline:	Major Ideas:	Model Activities:
A. The Rise of the Modern Totalitarian Soviet State 1. Lenin - experiment and civil war 2. Struggle for power-Trotsky and Stalin 3. Stalin's Reign of Terror; Forced Famine in Ukraine 4. Industrialization, collectivization, and Russification 5. Communist Party and Soviet government structure 6. The system after Stalin a. Khrushchev b. Brezhnev c. The 1980's and beyond	Revolutionary leaders, once they have won the political revolution, may then commence social and economic revolutions. Revolutionary excesses tend to generate counter-revolutionary excesses. The USSR under Stalin became a totalitarian police state. CHANGE is inevitable, even in a relatively closed society such as the USSR.	The flag of the Soviet Union symbolizes major Soviet values. Have students examine the Soviet flag in terms of its color, the joined hammer and sickle, and the star. Have students compare the Soviet system under Stalin with the Romanov political system. Note the ways that each regime was autocratic, the role and nature of the bureaucracy, and the importance of the secret police, censorship, and Russification of nationalities. Have students study the Soviet-made famine in Ukraine in which between 4.5 million and 9 million Ukrainians died of starvation from 1931 to 1933.

Content Outline:	Major Ideas:	Model Activities:
		For additional information and activities about the Forced Famine in Ukraine, see: Case Studies: Persecution/Genocide, The Human Rights Series, Volume III, available from the State Education Department, Publications Sales Desk, Room 164 EBA, Albany, New York 12234.
B. The Soviet Constitution and Human Rights 1. Communist Party organization 2. Soviet government organization	Theoretically the Soviet Union has a constitutional government, but in practice its government is a dictatorship of the Communist Party.	Have students compare charts of the Communist Party and the Soviet government structure. Note points of similarity, focus of power, relationships between power positions, including importance of party membership, and how the political structure reflects ethnic diversity.
3. Constitutions of 1936 and 1977 4. Human rights	The Constitution of the USSR places greater emphasis upon social cohesion and law and order than upon individual RIGHTS. The extent to which HUMAN RIGHTS are protected becomes a key issue in a totalitarian society such as the USSR.	Have students examine the 1977 Soviet Constitution. Particular attention should be paid to the section entitled "State and the Individual." Students should list the rights that are enumerated and note the extent to which the document permits attempts to question the basic legitimacy and authority of the state. Discuss why the new constitution speaks of a "classless communist society" rather than a "dictatorship of the proletariat." Have students compare Soviet rights with the rights listed in the United States Bill of Rights to discover ways in which each list reflects the culture and the times in which each was written.
C. The Soviet People and Soviet Life 1. Ethnic populations 2. Role and status of religion 3. Urbanization 4. Women in the Soviet Union 5. Soviet arts and sciences	The Soviet Union is a nation of great ethnic DIVERSITY; in reality, it is a "union" of many different "nations" and ethnic groups.	Using Soviet population statistics gathered from almanacs and population abstracts, students may develop graphs showing the Soviet Union's diverse ethnic populations. Noting that Marxism is philosophically opposed to religion, students should discuss Soviet restrictions on religion and discuss to what extent the restrictions are applied to Christians, Jews, and Moslems.

Content Outline:	Major Ideas:	Model Activities:
	In spite of Russification programs, national and ethnic groups have worked to preserve their own cultural IDENTITY.	Have students compare the percentage of women who are doctors, engineers, and lawyers in the Soviet Union with comparable figures in the United States. Now have the class examine Soviet population figures comparing the percentage of Soviet men and women in the total population, as Communist Party members, as Central Committee members, and as Politburo members. In terms of real power, how equal are Soviet women?
	The peoples of Central Asia have experienced a conflict in values between the traditions and religious CULTURE of centuries past and the urban, industial, and secular world of the modern Soviet state.	Discuss what role anti-Semitism plays in Soviet society and include restrictions upon freedom of movement and immigration to Israel.
	Although freedom of religion is a RIGHT guaranteed by the Soviet Constitution, Communist ideology opposes the free practice of religion in the USSR, especially proselytization.	Have students research the identity of the 18 Soviet cities with populations over one million and then locate them on a map. Discuss the reasons for new centers of this size in Siberia, and the difficulties in this development.
	Jews have suffered from discrimination and persecution in both czarist Russia and the Soviet Union.	
	Soviet urbanization is a reflection of its economic expansion and development.	
	To encourage urbanization of areas like Siberia, the Soviets have had to offer incentives.	

Content Outline:	Major Ideas:	Model Activities:
	Although the Soviet Union claims to have achieved **equality** of the sexes, vestiges of inequality remain.	
	Soviet arts are an expression of **communist ideology** and Soviet **nationalism** or "socialist realism."	
D. Eastern Europe 1. Struggle for independence 2. Independent nations between World Wars I and II 3. Soviet satellites after World War II	The imposition of external POWER, Hohenzollern, Hapsburg, Romanov, and Ottoman Turks, failed to establish **stability** among Eastern Europe's DIVERSE **ethnic populations**.	Using an ethnic map of Eastern Europe, students should identify the various groups and note the role that nationalism played in Eastern Europe throughout the 19th and 20th centuries. They might discuss how the national movement of one group could impinge upon the rights of other minorities. Why would stability be difficult to achieve?
	Discrimination against **minorities** was a common practice wherever minorities existed.	Have students compare a map of Eastern Europe in 1914 with a map of 1921 to discover what role nationalism played in the shaping of the political boundaries of Eastern Europe after World War I. Refer to the ethnic map used previously and determine which groups might remain dissatisfied.
	Nationalism has been a potent and often explosive force for CHANGE in Eastern Europe.	Have students develop a time line of Eastern European events from 1939 to the present and note when the Communists took over the nations of Eastern Europe.
	World War II provided the Soviets with an opportunity to **expand** into Eastern Europe.	
	The countries of Eastern Europe have become Communist through Soviet military and diplomatic pressure rather than by democratic CHOICE.	Discuss the resistance to Soviet domination in Eastern Europe. What are the historic reasons for such domination? Have students research the reasons for the success of Albania and Yugoslavia in challenging Soviet power.

Content Outline:	Major Ideas:	Model Activities:
	Challenges to Soviet power in Eastern Europe have been met with prompt and often brutal responses.	Have students do an in-depth study of Soviet domination of Poland. Include the reasons for Poland's period of turmoil, the identity of the dissident groups, and the role of the Roman Catholic Church.

IV. ECONOMIC DEVELOPMENT IN THE SOVIET UNION AND EASTERN EUROPE

Objectives:

1. To understand that Soviet leadership chose to industrialize the Soviet Union rapidly through planned economic development
2. To analyze the steps taken by the Soviet government to achieve economic development
3. To appreciate the aims and results of the Soviet Five-Year Plans
4. To understand the human costs of the rapid economic development in a developing nation
5. To examine the relationship between the Soviet Union's economic development and its position as a superpower
6. To discuss the role of the Soviet Union and Eastern Europe in a globally-interdependent economic system

Content Outline:	Major Ideas:	Model Activities:
A. Role of Central Planning for Soviet National Economy 1. Comparison with market economy 2. Aims of Lenin's New Economic Policy 3. Stalin's Five-Year Plans-emphasis upon development of heavy industry	Unlike **market economies**, which rely upon the independence or semi-independence of many producers, the Soviet **national economy** is based upon a rigid **central plan**. The ravages of World War I and the Civil War resulted in economic chaos and resultant SCARCITIES. The **opportunity cost** of the development of heavy industry was the SCARCITY of consumer goods. The Five-Year Plans exhibited little EMPATHY for the human costs of rapid industrialization.	Have students read eyewitness accounts of life in the Soviet Union during the NEP period, 1921-1928. Analyze the causes of the conditions that existed, and note the steps taken by Lenin to relieve the economic problems. Have students analyze how the following quotation reflects the aims of Salin's Five-Year Plan as well as national pride: "We are becoming a country of metal, a country of automobiles, a country of tractors. And when we have put the Soviet Union in a motor car and the peasant in a tractor . . . we shall see which countries may then be classified as backward and which as advanced." Joseph Stalin Have students read or view accounts of life in forced labor camps of the Stalinist era. Note the location of the camps, conditions of life, and the role they played in the economic development of the nation. Why was so much manual labor needed?

Content Outline:	Major Ideas:	Model Activities:
	Population pressures and resource availability affect the economic development of an area.	
B. Difficulties of Achieving Agricultural Goals 1. Nationalization of land, but no collectivization 2. Issues of collectivization, over-collectivization and resistance to the system 3. Socialist farming structure in Soviet agriculture, collective farms, and state farms 4. Problems of low and fluctuating crop yields for feed and food supply and attempts at solving the problem	Although Soviet agricultural output has doubled since the Revolution, Soviet planners have had difficulty in achieving their goals. Recent Soviet capital investments in the agricultural sector have failed to bring about significant CHANGES in Soviet agriculture. Although the Soviet Union's agricultural production is high, the Soviet Union has become a food importing nation.	Have students compare productivity of agricultural workers in the United States and the Soviet Union and identify reasons for the differences.
C. Effect of World Trade and Markets on Economic Decision Making 1. Eastern European-COMECON 2. Soviet/Japanese cooperation: coal development in Yakut Autonomous Republic 3. Joint Soviet/Western European development of natural gas at Urengoi 4. United States/Soviet exchanges in grain, computer technology, and natural resources	The economic decisions made in one country influence the economic planning and decision-making of other countries. The economic systems of the world's nations have become an INTERDEPENDENT network. The relationship among population, resources, and development can be altered by CHANGES within a country or between countries.	Given the basic needs and wants of the peoples of the Soviet Union, students should suggest categories of goods and services that Eastern Europeans might seek in Western Europe; those that Western Europeans might seek in the Soviet Union; and the relationship of these wants and needs to trade and the interdependence of economic systems.

Content Outline:	Major Ideas:	Model Activities:
5. Effect of Soviet natural resource wealth upon its industrial and military power 6. Economic, political, and social results of investment of a large proportion of national income for military purposes	SCARCITIES in resources, grains, and computer technology have led to a brisk trade between the Soviet Union/Western Europe and North America. The Soviet Union's **economy** relies heavily upon the **development** of natural resources. Abundant resources, a developed economy, and the investment of a high percentage of national income in the military sector, contribute to the Soviet Union's position as a global POWER.	The Soviet Union and Canada are two northern nations with rich deposits of natural resources. Have groups of students compare the development of natural resources in each of these nations. Include the role of government, foreign trade, location of the resources, and or urban and industrial centers.
D. Government Support for Technological Progress 1. Agricultural research 2. Military research 3. Space stations and telecommunications 4. Education, a Soviet priority	Soviet **planners** have attempted to enhance the Soviet Union's industrial, military, and global power through an infusion of **capital** and **resources** in TECHNOLOGICAL applications.	When the United States exploded an atomic bomb in 1945, the Soviets had no A-bomb capability, but in 1949 the Soviet Union exploded its first atomic bomb. How was this accomplished in such a short time? Have students develop a time line of Soviet space exploration starting with Sputnik I in 1957.

Content Outline:	Major Ideas:	Model Activities:
E. Industrial and Technological Progress, Often at the Expense of Social Progress 1. Housing problems aggravated by World War II and urbanization 2. Lack of consumer goods; poor quality/shortages	There is a great DIVERSITY in living standards within the "**classless society**" of the Soviet Union. Although the **standard of living** of the average Soviet citizen has risen since the Revolution, it is below that of many Eastern European nations.	Have students compare the standard of living as shown by housing conditions and consumer goods in communist and non-communist countries. Use contemporary accounts, reliable statistical data, and pictorial evidence. Have students investigate the extent to which the Soviet Union has moved toward a classless society and note which groups of people are likely to have the most access to Soviet goods and services. Why has it proven so difficult to achieve a "classless society"? Have students diagram class stratification within the Soviet Union. Have students investigate the Chernobyl nuclear accident in terms of its possible health and environmental consequences for the residents of that area as well as for people living in other parts of Eastern Europe.

V. THE SOVIET UNION AND EASTERN EUROPE WITHIN THE GLOBAL CONTEXT

Objectives:

1. To analyze the continuing role that expansionism has played in shaping Soviet foreign policy
2. To understand the emergence of the Soviet Union as a superpower
3. To investigate the extent of Soviet domination over the economic and political systems of Eastern Europe
4. To trace and analyze the nature of the United States/Soviet Union conflict that has divided the world since World War II
5. To understand the impact that the superpowers and their relationship have upon the foreign policies of other nations
6. To understand the problems which confront the Soviet Union in its attempt to expand its global power

Content Outline:	Major Ideas:	Model Activities:
A. Changing Soviet Foreign Policy, 1917-1945 1. Western fear of revolution and intervention - Soviet reaction 2. 1930's growing Soviet internationalism and recognition by West 3. Nonaggression pact with Nazi Germany 4. German invasion of USSR-June 1941 a. Hitler's reasons for action b. Reaction of Soviets; scorched earth policy c. Extent of German advance d. The Great Patriotic War	Historic experiences and cultural factors have influenced the Soviet Union's foreign policies. Between 1917 and 1945, the Soviet Union changed from a weak, largely unrecognized revolutionary renegade to a global POWER. Nations attempt to base their foreign policy actions on their own best interest. Foreign policy decisions generally have multiple causes and may have long-term global effects.	Have students analyze the following quotation and find examples of instances in which national interest was the traditional Russian approach to foreign policy in the period 1917 to 1945. "I cannot forecast to you the actions of Russia. It is a riddle wrapped in a mystery inside an enigma . . . . But perhaps there is a key: that key is Russian national interests." Winston Churchhill 1939 Have students use personal accounts of the sieges of Leningrad and Stalingrad to explain why the Soviets regard World War II as the Great Patriotic War and take such pride in their war efforts.

Content Outline:	Major Ideas:	Model Activities:
5. Soviet cooperation with Allied powers a. Lend-Lease, 1941-45 b. Wartime conferences c. Soviet emergence as a superpower	Despite a common interest with the Allies in defeating the Axis powers, the Soviet Union had different and often conflicting long-range, postwar goals.	
B. Communist Regimes or Soviet Satellites established throughout Eastern Europe 1. Factors contributing to Soviet takeover a. Soviet desire for "buffer" states b. Postwar exhaustion, economic desolation and power vacuum in Eastern Europe 2. Method of takeover 3. Varied Soviet responses to dissent within Eastern Europe 4. Communist relations with the various religions	In the postwar period, the Soviet Union attempted to impose social and economic CHANGES, patterned after the Soviet model, on the POLITICAL SYSTEMS of Eastern Europe. The economic, military, and POLITICAL SYSTEMS of Eastern European nations and the Soviet Union are closely INTERDEPENDENT. Attempts to liberalize the Communist regimes of Eastern Europe have been met with a rapid Soviet **reaction** of force and the denial of HUMAN RIGHTS. In matters which affect their own **geopoliitical interests**, Yugoslavia, Albania, and to a lesser extent Rumania, have asserted **independence of action**.	Have students review events in Soviet relationships with Eastern Europe and discuss the likely future of Eastern Europe in light of the following Soviet quotations: "Never again to be taken by surprise, never again on our territory." "Nobody will ever be allowed to wrest a single link from the community of socialized states." Ask students to analyze why certain countries like Yugoslavia, Albania, and Rumania were able to assert independence in economic and international affairs. They will be find it helpful to refer to the career of Tito (Josip Broz).

Content Outline:	Major Ideas:	Model Activities:
	Religion is seen as an ideological competitor in Communist efforts to obtain the ALLEGIANCE of the peoples of Eastern Europe.	
C. Soviet-American Confrontation since World War II 1. Mutual distrust in the postwar era 2. Global scope of superpower rivalry 3. The superpowers in the United Nations 4. Technological rivalries 5. Soviet-U.S. relations-post cold war era 6. Soviet foreign policy areas of concern a. Relations with China b. Eastern Europe c. Islamic revolutions on its borders d. Relations with the third world e. Disarmament issues f. Changes under Gorbachev	The Cold War was more than a **military rivalry**; it was a struggle for survival and supremacy by two basically different **ideological** and **economic systems**. In an INTERDEPENDENT world even uninvolved nations cannot insulate themselves from the confrontation between the U.S. and the Soviet Union. While the United Nations provides a forum for the exchange of ideas, it cannot restrict the sovereign power of its members, especially of the super powers. The launching of Sputnik was a great blow to American morale and underscored the tremendous leaps the Soviets had made in military and space TECHNOLOGIES.	The Soviets perceive the cause of the Cold War to be a series of actions taken by the West which were inherently unfriendly to the Soviet Union. Have students investigate these actions from the perspective of both the United States and the Soviet Union. From the Soviet point of view, how might the following actions be regarded as hostile: the halt of lend-lease shipments; United States possession of the atomic bomb; Marshal Plan; unification of West Germany. Have students research Soviet activities in Eastern Europe during the closing months of World War II. Debate the extent to which these activities provided the basis for later Cold War strategies.

Content Outline:	Major Ideas:	Model Activities:
	Limited cooperative efforts have been possible between the superpowers especially in the areas of TECHNOLOGICAL and CULTURAL exchanges.	The Apollo/Soyuz Test Project (1975) demonstrated that Americans and Soviets could cooperate in a joint space exploration venture. Have students investigate this joint space project. Note why cooperation was possible and the achievements of the mission.
	A struggle for POWER in the Communist world and in developing nations exists between the Soviet Union and China.	Have students develop a time line or outline of Sino/Soviet relations since 1949. Students should identify the sources of controversy between the two nations, the basis of Mao's criticism of the Soviets, and the factors that allowed China to challenge Soviet power.
	The Soviet Union, like the United States, has found that there are limits to power even for superpowers in an INTERDEPENDENT world.	Using the Readers' Guide to Periodical Literature, students may analyze the causes and consequences of the Soviet invasion of Afghanistan, suggesting why the Soviets have not been able to attain a satisfactory resolution of this conflict.
	The issue of HUMAN RIGHTS has led to serious disenchantment with the Soviet promise in developing nations.	Students can research and discuss the extent to which Soviet human rights abuses have interfered with the achievement of its foreign policy goals concerning various Third World countries.

UNIT 8 The World Today

UNIT GOAL By the end of this unit, the student will be able to demonstrate:

the ability to investigate, analyze, and discuss the background of issues of interdependence and problems of transnational concern using information and knowledge acquired from the previous units

I. POPULATION PRESSURES AND THEIR IMPACT UPON GLOBAL ISSUES

Objectives:

1. To understand the impact of population pressures upon world hunger, urbanization, and the achievement of improved standards of living
2. To understand the problems of economic development in an increasingly competitive global marketplace
3. To understand the major environmental issues confronting the world today
4. To understand various global approaches to human rights
5. To understand the impact of technology on the world's peoples
6. To understand the interdependence of the "global village"

Content Outline:	Major Ideas:	Model Activites:
A. Population Growth in Developed and Developing Nations	Many global issues such as overcrowding, resource depletion, environmental pollution, and political unrest are closely tied to overpopulation and the uneven distribution of population. More and more of the world's population is moving from rural to urban areas. Traditional family patterns are CHANGING throughout the world as CULTURES become more industrialized and urbanized.	A question very much in the minds of futurists is, what will be the relationship between population growth and the ability of the population to feed itself? Using almanacs and other statistical resources (the World Bank, UNICEF, and the U.N. publish such materials), students may examine population projections and food production and compare population growth in developing and developed nations. Have students discuss the relationship between food production and population growth and suggest ways that nations have tried to narrow the gap between rising food needs and existing food production. Have students examine projections for the 30 most populous cities in the world in the year 2000. (The U.N. has published such projections.)

Content Outline:	Major Ideas:	Model Activities:
B. World Hunger	Hunger exists in every nation of the world. The causes for hunger can be political, environmental, economic, social, and TECHNOLOGICAL.	Have students investigate reasons for urban migration even in the face of adverse living conditions in the city. Have them hypothesize about the effects of this urbanization by the year 2000. Students should determine where urban growth will be greatest and the impact upon quality of life on this planet.
C. Education - A Growing Gap Between Haves and Have-Nots	Although global **illiteracy** is declining, the gap between those who have access to information and those who do not is growing.	Throughout the two years of the Global Studies (9-10) course, students have examined the ways different cultures have approached modernization in terms of their own traditional cultures. Have groups of students reconsider this question and present a summary of how regions such as Latin America, Africa, Asia, the Middle East, Western Europe, and the Soviet Union have faced this problem. You might wish to have students consider whether or not they perceive a modern world culture developing or whether they think regions will maintain a very distinct identity.
D. Increased World Trade in an Interdependent World	Many nations of the world are trying to establish a balance between traditional values and modernization.	Have students compare global life expectancy statistics and global GNP statistics for the 1980's with comparable figures for the late 1960's and 1970's. Note the changes among the different sets of figures.

II. ECONOMIC DEVELOPMENT AND WORLD TRADE

Content Outline:	Major Ideas:	Model Activities:
A. Global Power - Growing Gap Between Rich and Poor Nations B. Resource and Energy Management C. Finding a Balance Between Tradition and Modernization	As the **economic systems** of the global community have become increasingly more INTER-DEPENDENT, decisions made in one nation or region have implications for all regions. Many **developing** nations are faced with large debts which they find are increasingly more difficult to repay. **Economic development** for all nations depends upon a wise use of globally-SCARCE resources.	Have students list some nations that have traditionally been the great powers in the 19th and 20th centuries and on another list, new and/or developing countries. Have them compile 1960's and 1980's statistics for life expectancy and GNP for each nation. Have students use charts or graphs to demonstrate the degree to which each of these groups of nations differs from the global picture obtained with the first set of statistics. What is the significance of what these graphics show on the role of economic development throughout the world? Using materials distributed by the World Bank, the U.N., UNICEF, and other such organizations, students could investigate what is being done by the international community and by the nations themselves to lessen the gap between "have" and "have-not" nations. Examine such areas as population, life expectancy, and economic development. Have students assess the success of global attempts to curb world hunger.

III. CHANGING POLITICAL POWER STRUCTURES

Content Outline:	Major Ideas:	Model Activities:
A. The Superpowers B. The Third World C. Arms Control 1. Differing perceptions 2. Status today D. Terrorism as a Political Weapon	In an INTERDEPENDENT world, all nations share a responsibility for ensuring world **stability** and **peace**. With the collapse of the European **colonial system**, the world has seen the creation of new nations and the expansion of global POWER systems to a much broader base. The advent of nuclear POWER has changed the fundamental nature of warfare and the global **balance of POWER**. Humankind, while condemning war, has consistently used it as a means of **resolving international conflict**. **Disarmament**, although espoused by all in the abstract, is difficult to achieve in practice. **Terrorism** is increasingly being used in an attempt to achieve and maintain political and economic POWER.	Have students debate whether the arms control issue is global or the sole concern of the superpowers. Students may use news stories, editorials, and cartoons to support their positions. To investigate the extent to which terrorism has become a global method of resolving conflict, have students develop a chronology and a world terrorist incidents map. Use the Readers' Guide to Periodical Literature for the 1970's and 1980's to develop a chart of terrorist groups and their goals to show the interrelatedness of some of these incidents. Debate the validity of the statement: "Terrorism may be seen as the form taken by World War III."

IV. ENVIRONMENTAL ISSUES

Content Outline:	Major Ideas:	Model Activities:
A. Pollution of Earth and Atmosphere 1. Water and earth contamination 2. Acid rain: an international issue 3. Relationship: pollution/industrial development B. Erosion and Desertification C. Urbanization as an Environmental Concern D. Effects of Development Upon the Seas	Many of the world's people are seeking to establish a viable balance between **development** and ENVIRONMENTAL concerns. As the nations of the world become more industrialized, the preservation of a livable ENVIRONMENT is likely to remain a vital international issue. **Acid rain**, which damages the ENVIRONMENT, people's health, and CULTURAL heritage, is a major global concern.	To analyze the extent to which all nations are resource interdependent, have students use atlases and other reference works to examine the global distribution of renewable and nonrenewable resources. Even though the supply of most nonrenewable resources is finite, steps are being taken to insure future supplies. Divide the class into small groups. Have each group advocate one of the following methods of resource preservation: conservation, exploration for new sources, and the use of science and technology to develop more efficient recycling methods. Students may discuss the impact of development upon the environment by using the relationship between pollutants produced by British factories and the acid rain which falls in Scandinavia, the nuclear mishap at Chernobyl and the resulting impact on the surrounding environment, or a similar international case. To what extent can nations cooperate to lessen the effects of acid rain and other types of pollutants upon the environment?

V. HUMAN RIGHTS

Content Outline:	Major Ideas:	Model Activities:
A. United Nations Universal Declaration of Human Rights, 1948 B. Helsinki Accords, 1975 C. Violations of Human Rights in Recent Years 1. Apartheid - South Africa 2. Dissidents and forced labor camps - Soviet Union 3. Genocide - Kampuchea (Cambodia) and Uganda 4. Political oppression in the contemporary world	The foundation for the United Nations Universal Declaration of Human Rights is the assumption that all people possess inherent political, social, and economic rights. Slavery, which is a denial of basic HUMAN RIGHTS, still exists in the forced labor camps of totalitarian states and in some poverty-stricken areas of the developing world.	Human rights is a highly complex issue of global concern. Philosophies regarding international human rights differ in the Third World, the Soviet Union, and the West. Students need to examine the implications of these issues. Slavery as an institution was abolished by most nations during the 19th century. Yet, slavery still exists in poverty-stricken areas of the world and in the forced labor camps of totalitarian states. For more information, activities, and student materials about human rights violations in the Soviet Union and Cambodia, see: Case Studies: Persecution/Genocide, The Human Rights Series, Volume III (The State Education Department, Albany, New York 12234).

VI. TECHNOLOGY

Content Outline:	Major Ideas:	Model Activities:
A. The Silicon Chip 1. The computer revolution 2. Other technological breakthroughs and their economic consequences	The Computer Revolution, like the Commercial and Industrial Revolutions, has CHANGED the basic ways people live and work.	Have students develop a collage or other graphic illustrating the many ways in which the computer has revolutionized the ways people live throughout the world.
B. The Green Revolution and the developing nations		
C. Medical Breakthroughs 1. Recent developments 2. Ethical and economic problems posed by such developments	Advanced medical knowledge and TECHNOLOGY are CHANGING the quality of life and life expectancy of humanity.	Individual student research projects might focus on recent advances in medical science and how these advances might help to improve the quality of people's lives.
D. Transportation and Communication Advances		
E. Space Exploration 1. Effects on global communication 2. Effects on relations between nations 3. Applications of space technology 4. Applications of space-based technologies	As with the Age of Exploration, 20th century TECHNOLOGIES have opened up a new frontier-space.	Provide students with examples of international cooperation in space exploration.

VII. IMPACT OF EUROPE AND NON-WESTERN CULTURES ON EACH OTHER

Content Outline:	Major Ideas:	Model Activities:
A. Linguistic Impact B. Institutions C. Technologies D. Customs and Beliefs	The CULTURES of the world are playing an increasing role in influencing the **customs, beliefs** and **institutions** of other CULTURES.	Have students collect photographs taken throughout the world which illustrate the impact one region has had upon other regions of the world. Note which examples can be identified in almost any series of pictures and the extent to which this impact is limited to technological innovation.

APPENDIX A:

STUDENTS WITH HANDICAPPING CONDITIONS

The Board of Regents, through revising the Part 100 Regulations of the Commissioner and the Action Plan, has made a strong commitment to integrating the education of students with handicapping conditions into the total school program. According to Section 100.2(s) "Each student with a handicapping condition, as such term is defined in Section 200.1(ii) of this Chapter, shall have access to the full range of programs and services set forth in this Part to the extent that such programs and services are appropriate to such student's special educational needs." Districts must have policies and procedures in place to make sure that students with handicapping conditions have equal opportunities to access diploma credits, courses and requirements.

The majority of students with disabilities have the intellectual potential to master the curricula content requirements for a high school diploma. Most students who require special education attend regular education classes in conjunction with specialized instruction and/or related services. These students must attain the same academic standards as their nonhandicapped peers in order to meet these requirements. For this reason, it is very important that at all grade levels students with handicapping conditions receive instruction in the same content areas so as to receive the same informational base that will be required for proficiency on statewide testing programs and diploma requirements.

The teacher providing instruction through this syllabus has the opportunity to provide an educational setting which will enable the students to explore their abilities and interests. Instruction may be provided to handicapped students either by teachers certified in this subject area or by special education teachers. Teachers certified in this subject area would be providing instruction to handicapped students who are recommended by the Committee on Special Education (CSE) as being able to benefit from instruction in a regular educational setting and are appropriately placed in this setting. Special education teachers may also provide this instruction to a class of students with handicapping conditions in a special class setting.

Teachers certified in the subject area should become aware of the needs of students with handicapping conditions participating in their classes. Instructional techniques and materials must be modified to the extent appropriate to provide students with handicapping conditions the opportunity to meet diploma requirements. Information or assistance is available through special education teachers, administrators, the Committee on Special Education or a student's IEP.

STRATEGIES FOR MODIFYING INSTRUCTIONAL TECHNIQUES AND MATERIALS

1. Prior to having a guest speaker or taking field trips, it may be helpful to structure the situation. Use of a checklist or a set of questions generated by the class will help students focus on relevant information. Accessibility for students with handicapping conditions should be considered when field trips are arranged.

2. The use of computer software may be appropriate for activities that require significant amounts of writing by students.

3. Students with handicapping conditions may use alternative testing techniques. The needed testing modifications must be identified in the student's Individualized Education Program. Both special and regular education teachers need to work in close cooperation so that the testing modifications can be used consistently throughout the student's program.

4. Identify, define and pre-teach key vocabulary. Many terms in this syllabus are specific and may need continuous reinforcement for some students with handicapping conditions. It would also be helpful to provide a list of these key words to the special education teacher in order to provide additional reinforcement in the special educational setting.

5. Check periodically to determine student understanding of lectures, discussion, demonstrations, etc. and how this is related to the overall topic. Encourage students to express their understanding. It may be necessary to have small group discussions or work with a partner to determine this.

6. Provide students and special education teachers with a tape of lectures that contain substantial new vocabulary content and of guest speakers for further review within their special education classes.

7. Assign a partner for the duration of a unit to a student as an additional resource to facilitate clarification of daily assignments, timelines for assignments and access to daily class notes.

8. When assigning long-term projects/reports, provide a timeline with benchmarks as indicators for completion of major project/report sections. Students who have difficulty with organizational skills and time sequence may need to see completion of sections to maintain the organization of a lengthy project/report.

Special education teachers providing this instruction must also become familiar with the goals and objectives of the curriculum. It is important that these teachers provide their students with the same or equivalent information contained in the curriculum.

Regardless of who provides the instruction, the cooperation between teachers of regular and special education programs is essential. It is important for the students as well as the total school environment.

ALTERNATIVE TESTING TECHNIQUES

Another consideration in assisting students with handicapping conditions to meet the requirements of regular education is the use of alternative testing techniques. Alternative testing techniques are modifications of testing procedures or formats which provide students with handicapping conditions equal opportunity to participate in testing situations. Such techniques provide the opportunity to demonstrate mastery of skills and attainment of knowledge

without being limited or unfairly restricted by the existence of a handicapping condition.

The Committee on Special Education (CSE) is responsible for identifying and documenting the student's need for alternative testing techniques. This determination is made when a student is initially referred to the CSE, is reviewed annually for as long as the student receives special education services, and is reviewed when the student is determined to no longer need special education services. **These modifications are to be used consistently throughout the student's educational program.** Principals ensure that students who have been identified by the CSE as educationally handicapped are provided the alternative testing techniques which have been recommended by the CSE and approved by the Board of Education.

Alternative testing techniques which have been specified on student IEPs for use by a student must be used consistently in both special and regular education settings. Regular classroom teachers should be aware of possible alternative testing techniques and should be skilled in their implementation.

The coordination and cooperation of the total school program will assist in providing the opportunity for a greater number of handicapped students to meet the requirements needed to pursue a high school diploma. The integrated provision of regular education programs, special education programs, remediation, alternative testing techniques, modified teacher techniques and materials, and access to credit through alternatives will assist in enabling such students to pursue the high school diploma to a greater degree. The teacher who provides instruction through this curriculum has a unique opportunity to assist such students in their individual goals.

Additional information on alternative testing modifications is available in the manual, Alternative Techniques for Students with Handicapping Conditions which can be obtained from:

New York State Education Department
Office for Education of Children with Handicapping Conditions
Room 1071 Education Building Annex
Albany, New York 12234

Infusing Awareness of Persons with Disabilities Through Curriculum

In keeping with the concept of integration, the following subgoal of the Action Plan was established:

> In all subject areas, revisions in the syllabi will include materials and activities related to generic subgoals such as problem solving, reasoning skills, speaking, capacity to search for information, the use of libraries and increasing student awareness of and information about the disabled.

The purpose of this subgoal is to ensure that appropriate activities and materials are available to increase student awareness of disabilities.

This syllabus, by design, includes information, activities and materials regarding persons with handicapping conditions. Teachers are encouraged to include other examples as may be appropriate to their classrooms or the situation at hand. Teachers are also encouraged to assess the classroom environment to determine how the environment may contribute to student awareness of persons with disabilities.